DOCUMENT RESUME

ED 469 065 JC 020 656

AUTHOR	Borden, Richard; Cassada, Judy; Luan, Jing
TITLE	Fall 2001 Cabrillo College Student Survey & Comparisons with Spring 1999 Survey.
INSTITUTION	Cabrillo Coll., Aptos, CA.
PUB DATE	2002-03-27
NOTE	44p.; Prepared by the Planning and Research Office.
AVAILABLE FROM	For full text: http://www.cabrillo.cc.ca.us/oir/ oir_reports/ CampusClimateSurvey2001.pdf.
PUB TYPE	Numerical/Quantitative Data (110) -- Reports - Research (143)
EDRS PRICE	EDRS Price MF01/PC02 Plus Postage.
DESCRIPTORS	Community Colleges; Comparative Analysis; *Educational Assessment; *Participant Satisfaction; *Student Attitudes; Teacher Student Relationship; Two Year Colleges
IDENTIFIERS	*Cabrillo College CA

ABSTRACT

This survey of students at Cabrillo College contains feedback on a variety of subject matters ranging from quality of general educational courses, cultural diversity, fairness of grading and preparation for further study or for the workplace. Responses were subjected to statistical significance testing and compared with results from the 1999 survey. A total of 995 out of 1,500 surveys were collected by randomly selecting classes from morning, afternoon, and evening offerings at the Cabrillo main campus and satellite campuses. The total returned surveys represented roughly 7% of the student population in fall 2001. Key findings include: 91% of students believed Cabrillo College offered a variety of general educational courses to meet their needs, and 86% believed that their instructors were highly skilled teachers who came to class well prepared. Compared with data from the 1999 survey, students increased their level of agreements that classes at Cabrillo broadened students' views on cultural diversity, and that Cabrillo makes a sincere effort to attract and retain students of different ethnic backgrounds. However, students were less agreeable, compared with 1999, that instructors were fair in their grading, and less agreeable that courses at Cabrillo were preparing them for their next career or educational goal. Includes survey instrument and student responses. (CB)

Reproductions supplied by EDRS are the best that can be made
from the original document.

ED 469 065

Fall 2001 Cabrillo College Student Survey & Comparisons With Spring 1999 Survey

PERMISSION TO REPRODUCE AND DISSEMINATE THIS MATERIAL HAS BEEN GRANTED BY

J. Hurd

TO THE EDUCATIONAL RESOURCES INFORMATION CENTEH (ERIC)

1

U.S. DEPARTMENT OF EDUCATION
Office of Educational Research and Improvement
EDUCATIONAL RESOURCES INFORMATION CENTER (ERIC)

This document has been reproduced as received from the person or organization originating it.

☐ Minor changes have been made to improve reproduction quality.

• Points of view or opinions stated in this document do not necessarily represent official OERI position or policy.

Richard Borden, Ph.D.
Judy Cassada, M.P.A.
Jing Luan, Ph.D.
Wednesday, March 27, 2002

PRO
Planning and Research Office

John D. Hurd, President

Jing Luan, Director

BEST COPY AVAILABLE

TC020459

Fall 2001 Cabrillo College Student Survey & Comparisons With Spring 1999 Survey
Findings

Richard Borden, Ph.D.
Judy Cassada, M.P.A.
Jing Luan, Ph.D.

The Planning and Research Office (PRO) is now releasing findings from the recently conducted Cabrillo College Student Survey. This is the most comprehensive survey of the college to receive feedback from students on a variety of subject matters, using carefully designed questions and scales. A total of 995 surveys were returned from an initial target of 1,500. This could be considered a return rate of 66.7%. PRO continued with the in-classroom survey approach by randomly selecting classes from morning, afternoon, and evening offerings and balanced the count with classes offered at the main campus, Watsonville Center, San Lorenzo Valley, Scotts Valley, and downtown Santa Cruz. The total returned surveys represented about 7.0% of the student population in Fall 2001.

To the extent possible, responses to all survey questions were subjected to statistical significance testing. For any given question, those statistical comparisons were used to establish whether or not students' answers to the 2001 survey differed significantly from the answers given to that question in the 1999 survey. The text portion of this report focuses on those findings that are significant. The following are the highlights from the responses to the questions in the survey.

QUESTION 1 (Agreements with statements about Cabrillo College)

Question One contains students' level of agreement with 25 statements. Based on their responses, the five statements that received the highest levels of agreement were: Item One, "In my opinion, Cabrillo College offers a variety of general educational courses to meet my needs and interest (91.0%, mean = 4.24). Item Eight, "My instructors are highly skilled teachers and come to classes well prepared" (86.4%, mean = 4.19). Item Nine, "My instructors are willing to talk with me about my questions and concerns." (89.8%, mean = 4.27). Item Nineteen, "In general, I have found the Cabrillo campus a positive and supportive educational environment to pursue an education." (89.2%, mean = 4.18). Item Twenty-one, "Cabrillo College has a reputation for quality education in Santa Cruz County." (82.3%, mean=4.14).

We combined the scales of "strongly agree" with "agree" to study the changes in their ratings between 2001 and 1999. Students increased their level of agreements for the following items. Item Six, "The classes offered at Cabrillo broaden students' views on cultural diversity." Item Eighteen, "I believe that Cabrillo makes a sincere effort to attract and keep students of different ethnic backgrounds." Students were less agreeable, compared to 1999, to the following statements: Item Ten, "In my experience, my instructors are fair in their grading." Item Five, "The lab and studio classes that I have taken (Chemistry, Biology, Art) have helped me work towards my educational goals. Students were also less agreeable to Item Two: "Courses at Cabrillo are preparing me for my next career/educational goal." and Item Twenty: "The buildings, roads, and lawns at Cabrillo College are well maintained."

QUESTION 2 (Overall experience with Instructional and Student Services)
Question Two deals with Overall Experience with Student Services. The three items that received the highest ratings were: DSPS (61.3%), Library (70.4%), and Math Learning Center (65.9%). Compared to 1999, the following items' ratings were improved. They are Counseling (from 37.1% to 43.1%), Police Protection (from 23.5% to 40.1%), Registration (from 32.9% to 43.5%), Student Government (from 20.2% to 35.7%) and Career Planning/Career Counseling (from 38.6% to 47.6%). Item Four: "Cafeteria, gazebos, the Coffee Break" is the only item that showed a reduction in ratings (from 48.0% to 40.8%).

Sub-question for Question 2 (Satisfaction with five attributes of the services)
Question 2 has a unique feature that provided students with the opportunity to pinpoint potential problematic areas. Besides rating the service in general, students continued on to select either "Satisfied" or "Unsatisfied" for each of five specific attributes of the service. The five service attributes that they rated were: (1) Quality of Service, (2) Knowledge of Staff, (3) Helpfulness & Attitude of Staff, (4) Wait-time for Service and (5) Location. The following findings are based on comparisons to 1999 based on "Satisfied" responses only.

1. **Admissions & Records** - Wait-time (decreased:-24.8%) Location (increased:+9.8%)
2. **Bookstore** - Knowledge (increased:+7.4%) Wait-time (decreased:-9.6%)
3. **Assessment** - Knowledge (decreased:-6.5%)
4. **Cafeteria, gazebos, the Coffee Break** - Quality (decreased:-11.2%) Helpfulness & Attitude (increased:+34.4%)
5. **Career Planning/Career Counseling** - Location (increased:+9.1%)
6. **Childcare** - Quality (increased:+12.4%)
7. **Counseling** - No Significant Changes
8. **Disabled Student Services** - Wait-time (decreased:-10.1%)
9. **E.O.P.S.** - Quality (increased:+21.5%)
10. **Fast Track to Work** - Knowledge (increased:+23.9%) Helpfulness & Attitude (decreased:-12.1%)
11. **Financial Aid** - Wait-time (decreased:-11.9%)
12. **Health Services** - No Significant Changes
13. **Job Placement** Center - Wait-time (increased:+29.5%)
14. **Learning Resources Center** - Knowledge (increased:+9.8%) Location (increased:+33.2%)
15. **Library** - Quality (increased:+21.3%) Helpfulness & Attitude (increased:+8.3%) Wait-time (increased:+6.3%) Location (increased:+24.9%)
16. **Math Learning Center (MLC)** - Not Evaluated in the 1999 Survey
17. **Open Access Computer** Lab - Location (decreased:-5.8%)
18. **Parking** - Quality (decreased:-27.6%) Knowledge (increased:+17.7%) Helpfulness & Attitude (decreased:-20.9%) Wait-time (decreased:-30.6%)
19. **Police Protection** - Quality (increased:+12.4%) Helpfulness & Attitude (decreased:-13.7%) Wait-time (decreased:-8.5%)
20. **Re-entry Center** - Wait-time (decreased:-10.1%)
21. **Registration** - Quality (increased:+8.6%)
22. **Student Government** - Helpfulness & Attitude (decreased:-16.9%) Location (increased:+33.7%)
23. **Transfer Center** - Quality (increased:+13.5%) Wait-time (increased:+18.2%)

24. **Tutorials** - Not Evaluated in the 1999 Survey
25. **Writing Center** - Not Evaluated in the 1999 Survey

QUESTION 6 (Educational goal declaration)
Question 6 deals with Educational Goals. Compared to 1999, of those responding, the number of students who claimed Transfer after obtaining an AA/AS as their top goal has increased from 36.5% to 40.9%. The total percentage of students who were pursuing some kind of career oriented goal (Formulate Career Plan, Upgrade Skills, etc) as their top goal comprised 10.6% of those responding. This does not take into account those students who were interested in AA/AS degrees only. Many of the AS degrees were vocational degrees. If we treat those who didn't respond as "Undecided", compared to the education goal information collected in MIS, the Undecided group in the survey was 0.9% more (19.8% in MIS Fall 00). Also in the MIS Fall 00 data, 29.4% marked transfer after obtaining an AA/AS as their top goal. It can be assumed that if students had to make a choice, they chose transfer as their goal. This may potentially make analysis based on the transfer goal less reliable.

More students reported that they are not achieving their educational goals compared to 1999. The percentage of students reporting, "achieving a lot or completed" for Transfer without AA/AS Goal decreased from 52.7% to 29.9%. Likewise, decreases were also reported for Formulate Career Plans (from 41.4% to 23.6%) and Acquire Job Skills (from 36.3% to 25.2%). At the same time, the category of "little or none" achievement in goals increased for all these goals. Please note that the populations surveyed were in two different semesters with the 1999 students being from the spring term and 2001 the fall term.

QUESTION 7 (Which mode of learning do you most prefer)
The vast majority of students reported that they preferred "In Person" (95.3%). This may due to the fact that the surveys were administered in classrooms, bypassing all the students who were 100% distance learning.

QUESTION 8 (Which location is most convenient for you to take Cabrillo classes?)
Over half (57.3%) of the students reported that they preferred Aptos Main Campus. Over 17% (17.5%) of the students preferred downtown Santa Cruz and slightly fewer (16.8%) reported that they preferred Watsonville Center. Less than 10% total preferred San Lorenzo Valley (4.3%) or Scotts Valley (4.1%). We ran a crosstab analysis between this question and the location at which the surveys took place. For Watsonville location, 88.9% of the respondents said that they preferred to take courses at that location and similar percentage of students at San Lorenzo High (92.9%) preferred to take classes where they took the survey. Only 61.9% of the respondents at the Aptos Main Campus said they preferred to take classes on our main campus. About 19% (18.8%) of these respondents said that they would prefer Santa Cruz downtown, 11.8% preferred Watsonville Center, 4.4% Scotts Valley and 3.1% San Lorenzo High.

QUESTION 9 (Do you have access to a computer with internet connection that would allow you to register online to attend Cabrillo?)
On average, 8 out of 10 students have access to internet and another 5% have access via a friend. Compared to 1999, there is a noticeable increase in the percentage of students with access to internet (from 66.3% to 79.3%). We also ran crosstabs against

the locations at which the surveys were conducted and found no significant differences between Aptos Main campus, the Watsonville Center and San Lorenzo High School.

QUESTION 10 - 11 (How many units are you taking at each location?)
There are more students taking 12 or more units at Cabrillo (57.6%) and fewer taking less than 12 units (42.4%). This percentage seemed higher than the traditional split between 25% full-time and 75% part-time as noted in the Fact Book. This is due to the fact that the survey was self-reporting in which case students may have counted all their courses as 3-units and, more importantly, that the survey took place early at the beginning of the term before students had taken action to drop any units from their course loads. If a small group (those taking exactly 12 units) dropped just one unit, it would have shifted close to 21% from 12 or more units to under 12 units, which is the dividing line between full-time and part-time.

Full time units taken at Watsonville have jumped by over 1000% from 1.4% in 1999 to 15.6% in 2001.

QUESTION 12 (How far do you commute to Cabrillo?)
About 65% (64.8%) of the respondents lived less than 10 miles away. So, what are the population characteristics of those who lived close by (< 3 miles), less than 10 miles away, or more than 10 miles? We ran some crosstab analyses of these three groups by select questions and did not find significant differences among the three groups.

QUESTION 13 (What time and days of the week would you prefer to take classes?)
Of all the choices made by students, seven out of 10 (70.8%) of them were "votes" for morning classes Mondays through Fridays. Since this question allowed students to select multiple answers, we decided to perform a supplemental analysis on those who only made one choice. The analysis revealed that 14.4% of the respondents chose evening classes only. Very few chose weekend classes. The majority chose either mornings, Monday through Friday (65.7%) or afternoons, Monday through Friday (19.1%) as their sole preference.

QUESTION 14 (What hours are convenient for you to use Student Services?)
This question was analyzed using the students who made only one choice for Question 13. Out of 73 students who preferred evening classes, 71 of them preferred Student Services hours to be either after 4 p.m. or after 6 p.m. The rest of the statistics spread evenly with students preferring morning classes choosing morning hours and so on.

QUESTION 15 (What is your mode of transportation to Cabrillo?)
Compared to 1999, those who drove alone decreased from 75.0% to 66.8% and those who carpooled increased from 8.1% to 14.3%.

QUESTION 16 (How often are you able to get the courses you need on the days or hours that are good for you?)
The number of students selecting "Always" has increased from 15.8% in 1999 to 20.8% in 2001. The number of students selecting "Never" has also increased from .4% in 1999 to 1.3% in 2001. Keep in mind that this is a question about their getting the courses on the days and hours that are good for them, not about whether they found the courses they would like to see offered at Cabrillo. Answers to the latter can be found on page 25 of the report. A cursory examination of the classes respondents desired to have offered revealed that many of the classes were either vocational courses or leisure/hobby types,

such as Arabic, Glass Blowing, Automotive Repair, Dance/Art, Fashion, Latin/Spanish, Paramedic.

QUESTION 17 (Please select sources that you have used to get information about Cabrillo.)
The percentage who selected "Internet" is the smallest (39.5%) compared to other venues of: College Catalog (81.1%), Schedules (65.0%), Peers, Friends, and Family (61.9%), and Counselors (56.4%). However, there is a significant increase in the use of internet that went from 23.8% 1999 to 39.5% in 2001 – percentage increase almost doubled, while every other venue remained stable or slightly decreased (College Schedules: 70.4% in 1999 and 65.0% in 2001).

STUDENT DEMOGRAPHICS (QUESTIONS 19 – 33)
Over 63% (63.8%) of the respondents were females. Twenty three percent (23.1%) of the respondents were Hispanic. This is very similar to the college's overall student body, which had 22.0% Hispanic in Fall 2001. Close to 21% (20.5%) of the respondents were full-time employed. Crosstab analysis between students who wanted evening classes and their employment status confirmed, that, naturally, those who had full-time jobs selected evening classes. Over 76% (76.2%) of the respondents had only high school diplomas or GEDs. There was an increase in the percentage of the respondents speaking Spanish at home from 6.4% 1999 to 13.9% in 2001. The vast majority of the respondents had no children (71.0%). Or looking it anther way, three out of 10 of the respondents had children and most of them had more than one (20.4%). This would translate into childcare needs. The majority of the respondents were single (70.6%) and only 16.3% of the respondents were married and another 9.8% were living with a partner.

SURVEY TOOLS
Survey was designed using Bubble Publishing Form Shop. Survey was scanning using Bubble Publishing Scan Shop and Scantron 2500. Analyses were conducting using SPSS 10 and WinCross 2.1

FURTHER ANALYSIS
Individuals' qualitative comments were linked to their original questionnaire, making it possible to understand the demographics of the people with particular comments. The open-end (essay style) questions in the survey have been appended to this document. The essay style questions contained in the survey were as follows:

- Q1a. Please provide comments about classes at Cabrillo.
- Q3. If you feel strongly one way of the other about any of the services above, please tell us why.
- Q4. What additional Student Services programs would you like?
- Q34. Please list what other courses you would like to take that are not presently offered.

One "crude" way of studying the content of the written comments in order to find out the magnitude of concerns for one particular topic is to highlight key words.

Q1. Agreement with Statements About Cabrillo

	2001 Survey				1999 Survey			
	Agree -or- Strongly Agree	No Opinion	Disagree -or- Strongly Disagree	TOTAL	Agree -or- Strongly Agree	No Opinion	Disagree -or- Strongly Disagree	TOTAL
1. In my opinion, Cabrillo College offers a variety of general educational courses to meet my needs and interests.	902 91.0%	47 4.7%	42 4.2%	991 100.0%	784 90.7%	50 5.8%	30 3.5%	864 100.0%
2. Courses at Cabrillo are preparing me for my next career/educational goal.	811 82.0%	137 13.9% *	41 4.1%	989 100.0%	745 86.2% *	91 10.5%	28 3.2%	864 100.0%
3. The availability of student computing facilities meets my needs.	581 60.3%	295 30.6%	88 9.1%	964 100.0%	493 58.7%	247 29.4%	100 11.9%	840 100.0%
4. The learning labs that I have used (writing, math, computerlab, etc.) have helped me work towards my educational goals.	557 58.4%	344 36.1% *	52 5.5%	953 100.0%	521 62.0%	264 31.4%	56 6.7%	841 100.0%
5. The lab and studio classes that I have taken (Chemistry,Biology, Art) have helped me work towards my educational goals.	447 47.2%	441 46.6% *	59 6.2%	947 100.0%	431 52.9% *	331 40.7%	52 6.4%	814 100.0%
6. The classes offered at Cabrillo broaden students' views on cultural diversity.	641 65.6% *	272 27.8%	64 6.6%	977 100.0%	510 60.4%	267 31.6%	67 7.9%	844 100.0%
7. The number of students enrolled in my classes is appropriate.	779 79.0%	87 8.8%	120 12.2%	986 100.0%	679 78.5%	81 9.4%	105 12.1%	865 100.0%
8. My instructors are highly skilled teachers and come to classes well prepared.	854 86.4%	88 8.9% *	46 4.7%	988 100.0%	740 86.0%	55 6.4%	65 7.6% *	860 100.0%
9. My instructors are willing to talk with me about my questions and concerns.	869 89.8%	65 6.6%	36 3.6%	990 100.0%	789 91.4%	44 5.1%	30 3.5%	863 100.0%
10. In my experience, my instructors are fair in their grading.	778 79.5%	159 16.2% *	42 4.3%	979 100.0%	751 87.6% *	72 8.4%	34 4.0%	857 100.0%
11. It is essential to have instructors who are from different ethnic/cultural backgrounds.	688 69.8%	207 21.0%	91 9.2%	986 100.0%	564 66.4%	201 23.6%	85 10.0%	850 100.0%
12. I believe the student government is effective in representing students.	173 18.3%	658 69.6%	115 12.2%	946 100.0%	129 15.7%	574 69.7%	121 14.7%	824 100.0%
13. Educational activities at Cabrillo reflect an appreciation for different groups, including ethnic and disabled people.	558 58.3%	355 37.1%	44 4.6%	957 100.0%	470 57.0%	316 38.3%	39 4.7%	825 100.0%
14. When I entered Cabrillo, the assessment process was well explained to me. (Skip if you didn't take assessment tests).	453 58.6%	156 20.2%	164 21.2%	773 100.0%	399 61.5%	137 21.1%	113 17.4%	649 100.0%
15. I was advised to take the right classes for my skill levels. (Please skip #14, if you did not take assessment tests).	481 59.7%	163 20.2%	162 20.1%	806 100.0%	422 62.4%	122 18.0%	132 19.5%	676 100.0%
16. I believe the instructional staff at Cabrillo is diverse enough to meet my needs.	669 68.5%	249 25.5%	58 5.9%	976 100.0%	600 70.8%	194 22.9%	53 6.3%	847 100.0%
17. Student activities organized on our campus are sufficient to meet my needs.	266 28.3%	569 60.5%	106 11.3%	941 100.0%	220 27.0%	508 62.3%	88 10.8%	816 100.0%
18. I believe that Cabrillo makes a sincere effort to attract and keep students of different ethnic backgrounds.	520 54.2% *	364 37.9%	76 7.9%	960 100.0%	412 49.3%	364 43.5% *	60 7.2%	836 100.0%
19. In general, I have found the Cabrillo campus a positive and supportive educational environment to pursue an education.	879 89.2%	84 8.5%	22 2.2%	985 100.0%	760 89.0%	69 8.1%	25 2.9%	854 100.0%
20. The buildings, roads, and lawns at Cabrillo College are well maintained.	736 74.8%	127 12.9% *	121 12.3%	984 100.0%	687 80.6% *	78 9.2%	87 10.2%	852 100.0%
21. Cabrillo College has a reputation for quality education in Santa Cruz County.	809 82.3%	141 14.3%	33 3.4%	983 100.0%	716 84.3%	109 12.8%	24 2.8%	849 100.0%

* Denotes that the percentage is "significantly" larger than the corresponding one in the other survey year. (Significance is at the .05 level using an independent Z-test for percentages.)

BEST COPY AVAILABLE

Q1. Means Summary: Agreement with Statements About Cabrillo
(Ratings were on a scale of 1 to 5 -- where "1" was *Strongly Disagree* and "5" was *Strongly Agree*.)

	Survey Year		Change
	2001	1999	('99 to '01)
1. In my opinion, Cabrillo College offers a variety of general educational courses to meet my needs and interests.	4.24	4.22	+.02
2. Courses at Cabrillo are preparing me for my next career/educational goal.	4.10	4.16	-.06
3. The availability of student computing facilities meets my needs.	3.69	3.65	+.04
4. The learning labs that I have used (writing, math, computer lab, etc.) have helped me work towards my educational goals.	3.75	3.80	-.05
5. The lab and studio classes that I have taken (Chemistry, Biology, Art) have helped me work towards my educational goals.	3.59	3.69 *	-.10
6. The classes offered at Cabrillo broaden students' views on cultural diversity.	3.80 *	3.69	+.11
7. The number of students enrolled in my classes is appropriate.	3.89	3.84	+.05
8. My instructors are highly skilled teachers and come to classes well prepared.	4.19	4.14	+.05
9. My instructors are willing to talk with me about my questions and concerns.	4.27	4.33	-.05
10. In my experience, my instructors are fair in their grading.	4.04	4.16 *	-.12
11. It is essential to have instructors who are from different ethnic/cultural backgrounds.	3.98	3.90	+.08
12. I believe the student government is effective in representing students.	3.08	3.01	+.07
13. Educational activities at Cabrillo reflect an appreciation for different groups, including ethnic and disabled people.	3.71	3.69	+.03
14. When I entered Cabrillo, the assessment process was well explained to me. (Skip if you didn't take assessment tests).	3.47	3.55	-.08
15. I was advised to take the right classes for my skill levels. (Please skip #14, if you did not take assessment tests).	3.50	3.54	-.04
16. I believe the instructional staff at Cabrillo is diverse enough to meet my needs.	3.78	3.81	-.02
17. Student activities organized on our campus are sufficient to meet my needs.	3.23	3.21	+.02
18. I believe that Cabrillo makes a sincere effort to attract and keep students of different ethnic backgrounds.	3.60	3.55	+.05
19. In general, I have found the Cabrillo campus a positive and supportive educational environment to pursue an education.	4.18	4.19	-.01
20. The buildings, roads, and lawns at Cabrillo College are well maintained.	3.84	3.93	-.09
21. Cabrillo College has a reputation for quality education in Santa Cruz County.	4.14	4.15	-.01

* Denotes that the mean is "significantly" larger than the corresponding one in the other survey year. (Significance is at the .05 level using an independent t-test for means.)

Q2. Overall Experience with Student Services

	2001 Survey					1999 Survey				
	Very Good -or- Excellent	Satis-factory	Bad -or- Very Bad	TOTAL Who Used	Never Used	Very Good -or- Excellent	Satis-factory	Bad -or- Very Bad	TOTAL Who Used	Never Used
1. Admissions & Records	308 35.0%	452 51.4%	119 13.5%	879 100.0%	62 6.6%	249 32.2%	417 53.9%	107 13.8%	773 100.0%	52 6.3%
2. Bookstore	313 34.7%	434 48.1%	155 17.2%	902 100.0%	41 4.3% *	260 31.8%	416 50.9%	142 17.4%	818 100.0%	17 2.0%
3. Assessment	203 30.7%	373 56.3%	86 13.0%	662 100.0%	249 27.3%	162 28.3%	331 57.9%	79 13.8%	572 100.0%	217 27.5%
4. Cafeteria, gazebos, the Coffee Break	304 40.8%	309 41.5%	132 17.7% *	745 100.0%	185 19.9% *	341 48.0% *	313 44.0%	57 8.0%	711 100.0%	110 13.4%
5. Career Planning/Career Counseling	216 47.6% *	172 37.9%	66 14.5%	454 100.0%	468 50.6%	163 38.6%	182 43.1%	77 18.2%	422 100.0%	367 46.5%
6. Childcare	57 54.8%	42 40.4%	5 4.8%	104 100.0%	804 88.5%	40 53.3%	25 33.3%	10 13.3%	75 100.0%	704 90.4%
7. Counseling	244 43.1% *	217 38.3%	105 18.6%	566 100.0%	355 38.5%	195 37.1%	185 35.2%	146 27.8% *	526 100.0%	275 34.3%
8. Disabled Student Services	76 61.3%	35 28.2%	13 10.5%	124 100.0%	789 86.4%	75 63.6%	34 28.8%	9 7.6%	118 100.0%	656 84.8%
9. E.O.P.S.	87 58.4%	48 32.2%	14 9.4%	149 100.0%	759 83.6%	36 48.0%	29 38.7%	10 13.3%	75 100.0%	690 90.2% *
10. Fast Track to Work	56 56.0%	36 36.0%	8 8.0%	100 100.0%	805 89.0%	27 44.3%	27 44.3%	7 11.5%	61 100.0%	713 92.1% *
11. Financial Aid	185 49.2%	127 33.8%	64 17.0%	376 100.0%	543 59.1%	146 46.5%	115 36.6%	53 16.9%	314 100.0%	470 59.9%
12. Health Services	116 57.1%	72 35.5%	15 7.4% *	203 100.0%	714 77.9%	124 66.3%	58 31.0%	5 2.7%	187 100.0%	593 76.0%
13. Job Placement Center	86 48.0%	74 41.3% *	19 10.6%	179 100.0%	732 80.4%	101 58.0%	50 28.7%	23 13.2%	174 100.0%	602 77.6%
14. Learning Resources Center	171 59.2%	109 37.7%	9 3.1%	289 100.0%	621 68.2%	143 61.4%	80 34.3%	10 4.3%	233 100.0%	551 70.3%
15. Library	534 70.4%	207 27.3%	17 2.2%	758 100.0%	180 19.2% *	525 72.2%	180 24.8%	22 3.0%	727 100.0%	87 10.7%
16. Math Learning Center (MLC)	224 65.9%	96 28.2%	20 5.9%	340 100.0%	573 62.8%					
17. Open Access Computer Lab	263 60.5%	137 31.5%	35 8.0%	435 100.0%	473 52.1% *	271 58.0%	147 31.5%	49 10.5%	467 100.0%	315 40.3%
18. Parking	103 12.8%	200 24.9%	500 62.3%	803 100.0%	134 14.3% *	74 10.2%	210 28.9%	443 60.9%	727 100.0%	89 10.9%
19. Police Protection	126 40.1% *	143 45.5%	45 14.3%	314 100.0%	601 65.7% *	76 23.5%	151 46.6%	97 29.9% *	324 100.0%	463 58.8%
20. Re-entry Center	72 51.1%	57 40.4%	12 8.5%	141 100.0%	763 84.4%	55 51.9%	40 37.7%	11 10.4%	106 100.0%	668 86.3%
21. Registration	380 43.5% *	406 46.5%	88 10.1%	874 100.0%	54 5.8%	255 32.9%	365 47.2%	154 19.9% *	774 100.0%	33 4.1%
22. Student Government	50 35.7% *	59 42.1%	31 22.1%	140 100.0%	760 84.4%	24 20.2%	60 50.4%	35 29.4%	119 100.0%	656 84.6%
23. Transfer Center	116 53.0%	84 38.4%	19 8.7%	219 100.0%	697 76.1%	90 45.7%	78 39.6%	29 14.7%	197 100.0%	594 75.1%
24. Tutorials	129 55.8%	88 38.1%	14 6.1%	231 100.0%	687 74.8%					
25. Writing Center	160 51.0%	127 40.4%	27 8.6%	314 100.0%	611 66.1%					

* Denotes that the percentage is "significantly" larger than the corresponding one in the other survey year.
(Significance is at the .05 level using an independent Z-test for percentages.)

Q2. Means Summary: Overall Experience with Student Services
(Ratings were on a scale of 1 to 5 -- where "1" was *Very Bad* and "5" was *Excellent*.)

	Survey Year		Change
	2001	1999	('99 to '01)
1. Admissions & Records	3.28	3.22	+.07
2. Bookstore	3.21	3.17	+.04
3. Assessment	3.22	3.16	+.07
4. Cafeteria, gazebos, the Coffee Break	3.27	3.51 *	-0.24
5. Career Planning/Career Counseling	3.47 *	3.27	+.2
6. Childcare	3.81	3.64	+.17
7. Counseling	3.36 *	3.12	+.24
8. Disabled Student Services	3.80	3.79	+.01
9. E.O.P.S.	3.79	3.53	+.26
10. Fast Track to Work	3.73	3.46	+.27
11. Financial Aid	3.45	3.42	+.03
12. Health Services	3.77	3.91	-0.14
13. Job Placement Center	3.55	3.57	-0.03
14. Learning Resources Center	3.76	3.80	-0.04
15. Library	3.98	4.03	-0.05
16. Math Learning Center (MLC)	3.92		N/A
17. Open Access Computer Lab	3.73	3.71	+.02
18. Parking	2.17	2.14	+.04
19. Police Protection	3.39 *	2.84	+.55
20. Re-entry Center	3.71	3.60	+.11
21. Registration	3.45 *	3.13	+.31
22. Student Government	3.21 *	2.79	+.42
23. Transfer Center	3.63 *	3.42	+.21
24. Tutorials	3.75		N/A
25. Writing Center	3.59		N/A

* Denotes that the mean is "significantly" larger than the corresponding one in the other survey year.
(Significance is at the .05 level using an independent t-test for means.)

Q2_A-E. Service Evaluation Summary Among Those Who Used the Respective Service:
Number & Percent Satisfied (There were only two choices - "Satisfied" versus "Unsatisfied".)

	Quality of Service		Knowledge of Staff		Helpfulness & Attitude of Staff		Wait-time for Service		Location	
	2001	1999	2001	1999	2001	1999	2001	1999	2001	1999
1. Admissions & Records	670	548	622	535	584	392	420	463	689	335
	85.0%	83.7%	84.5%	83.2%	79.2%	81.0%	57.6%	82.4% *	96.4% *	86.6%
2. Bookstore	649	178	613	355	611	192	364	119	631	164
	82.8%	85.6%	83.7% *	76.3%	83.9%	88.5%	50.8%	60.4% *	89.4%	90.1%
3. Assessment	453	185	430	157	406	137	419	179	429	143
	86.0%	81.5%	87.0%	93.5% *	83.9%	86.7%	87.5%	91.8%	92.7%	94.7%
4. Cafeteria, gazebos, the Coffee Break	515	484	498	329	509	219	430	205	503	165
	84.6%	95.8% *	88.6%	91.4%	90.1% *	55.7%	76.9%	78.8%	91.6%	92.2%
5. Career Planning/Career Counseling	286	235	258	90	267	127	264	257	266	255
	85.1%	80.8%	82.2%	75.6%	86.4%	87.0%	88.0%	83.2%	91.4% *	82.3%
6. Childcare	67	35	62	42	56	35	51	40	53	35
	95.7% *	83.3%	95.4%	91.3%	91.8%	81.4%	89.5%	87.0%	94.6%	85.4%
7. Counseling	355	110	312	86	327	76	330	169	376	143
	79.6%	82.7%	75.2%	76.1%	80.1%	73.8%	82.1%	78.6%	94.5%	95.3%
8. Disabled Student Services	75	35	70	41	65	45	61	72	59	54
	91.5%	83.3%	88.6%	89.1%	87.8%	90.0%	85.9%	96.0% *	90.8%	88.5%
9. E.O.P.S.	97	27	87	26	90	26	85	39	87	20
	87.4% *	65.9%	86.1%	81.3%	89.1%	92.9%	87.6%	92.9%	93.5%	76.9%
10. Fast Track to Work	61	22	57	27	51	39	50	29	48	37
	93.8%	84.6%	95.0% *	71.1%	87.9%	100% *	89.3%	87.9%	92.3%	97.4%
11. Financial Aid	255	131	229	70	231	147	203	76	243	75
	84.4%	84.0%	82.1%	89.7%	84.3%	81.7%	75.5%	87.4% *	92.0%	89.3%
12. Health Services	136	41	123	75	120	109	125	52	120	64
	95.8%	97.6%	92.5%	89.3%	92.3%	97.3%	96.9%	88.1%	96.0%	95.5%
13. Job Placement Center	105	50	102	91	93	72	99	43	100	57
	83.3%	90.9%	85.7%	91.9%	82.3%	91.1%	86.8% *	57.3%	90.9%	81.4%
14. Learning Resources Center	206	64	189	132	180	64	178	68	181	105
	98.6%	92.8%	95.5% *	85.7%	95.2%	92.8%	93.2%	86.1%	96.8% *	63.6%
15. Library	588	299	543	154	530	127	534	124	541	196
	98.0% *	76.7%	96.4%	92.8%	95.3% *	87.0%	98.2% *	91.9%	98.9% *	74.0%
16. Math Learning Center (MLC)	242		219		210		210		222	
	93.4%		92.0%		90.9%		91.3%		96.9%	
17. Open Access Computer Lab	280	108	267	97	255	115	260	91	256	279
	89.5%	86.4%	89.3%	86.6%	87.3%	85.2%	89.7%	86.7%	90.1%	95.9% *
18. Parking	248	216	216	130	201	145	162	86	259	247
	46.4%	74.0% *	55.8% *	38.1%	52.3%	73.2% *	34.6%	65.2% *	53.1%	56.8%
19. Police Protection	179	59	145	80	148	212	145	205	146	147
	84.4% *	72.0%	80.6%	84.2%	82.2%	95.9% *	84.3%	92.8% *	86.9%	91.3%
20. Re-entry Center	88	59	76	52	73	30	69	53	73	30
	92.6%	93.7%	89.4%	91.2%	89.0%	96.8%	86.3%	96.4% *	93.6%	88.2%
21. Registration	598	136	549	131	526	241	481	163	559	182
	91.0% *	82.4%	89.4%	87.3%	87.4%	88.3%	80.3%	79.9%	95.4%	92.9%
22. Student Government	72	35	68	30	63	67	63	55	64	37
	80.9%	87.5%	81.9%	88.2%	78.8%	95.7% *	85.1%	90.2%	88.9% *	55.2%
23. Transfer Center	138	54	134	41	127	103	127	42	132	107
	89.6% *	76.1%	88.7%	85.4%	88.8%	88.8%	89.4% *	71.2%	95.7%	89.2%
24. Tutorials	153		138		138		129		132	
	96.2%		90.2%		93.9%		90.8%		95.0%	
25. Writing Center	218		206		196		195		210	
	89.3%		89.2%		87.5%		87.4%		94.2%	

* Denotes that the percentage is "significantly" larger than the corresponding one in the other survey year.
(Significance is at the .05 level using an independent Z-test for percentages.)

Q5. Please identify your major.

	Survey Year 2001	1999
THOSE ANSWERING	908	806
	100.0%	100.0%
NO RESPONSE	87	107
Major		
UNDECLARED	320	221
	35.2% *	27.4%
Account Clerk <New '01>		
Accounting	10	5
	1.1%	0.6%
Administrative Assistant <New '01>	2	
	0.2%	
American Studies		
Anthropology	12	4
	1.3%	0.5%
Applied Living Arts	4	
	0.4%	
Archaelogical Tech		
Art-History	7	2
	0.8%	0.2%
Art-Studio	35	29
	3.9%	3.6%
Asian Studies		
Astronomy		1
		0.1%
Bilingual/Bicultural	2	
	0.2%	
Biology	13	19
	1.4%	2.4%
Building Inspection <New '01>		
Business	62	47
	6.8%	5.8%
Chemistry	3	2
	0.3%	0.2%
Computer Info. Systems	7	
	0.8%	
Computer Science	12	71
	1.3%	8.8% *
Constru & Engy Mgmt	1	1
	0.1%	0.1%
Criminal Justice: Corrections	1	2
	0.1%	0.2%
Criminal Justice: Law Enforcemnt	5	3
	0.6%	0.4%
Culinary Arts & Hospitality Mgmt	19	13
	2.1%	1.6%
Dance	6	4
	0.7%	0.5%
Dental Hygienist	8	10
	0.9%	1.2%
Digital Publishing	2	1
	0.2%	0.1%
Early Childhood Education	54	62
	5.9%	7.7%
Economics	3	2
	0.3%	0.2%
Engineering Technology	6	2
	0.7%	0.2%
Engineering, General	4	8
	0.4%	1.0%
English	21	14
	2.3%	1.7%
Fire Service Mgmt	1	
	0.1%	
Fire Technology	5	1
	0.6%	0.1%
French		1
		0.1%
General Sciences	1	10
	0.1%	1.2% *

Major (Continued)	Survey Year 2001	1999
Geography		
Geology	1	
	0.1%	
German	1	1
	0.1%	0.1%
Health Science/Comm Health	3	6
	0.3%	0.7%
History	6	6
	0.7%	0.7%
Horticulture: General & Crop Prod	16	25
	1.8%	3.1%
Horticulture: Greenhouse Design/Mgmt <New '01>	4	
	0.4%	
International Studies	4	3
	0.4%	0.4%
Journalism	11	2
	1.2% *	0.2%
Landscape Horticulture <New '01>	6	
	0.7%	
Liberal Arts & Sciences	5	34
	0.6%	4.2% *
Liberal Arts (Transfer) <New '01>	23	
	2.5%	
Mathematics	4	7
	0.4%	0.9%
Medical Assistant	8	4
	0.9%	0.5%
Medical Insurance Specialist	1	
	0.1%	
Medical Transcription	3	
	0.3%	
Multimedia	5	16
	0.6%	2.0% *
Music	8	9
	0.9%	1.1%
Nursing (Associate Degree)	36	40
	4.0%	5.0%
Office Assistant <New '01>	1	
	0.1%	
Philosophy		6
		0.7%
Physical Education	4	5
	0.4%	0.6%
Physics, General	2	5
	0.2%	0.6%
Political Science	5	3
	0.6%	0.4%
Psychology, General	32	29
	3.5%	3.6%
Radiologic Technology	11	5
	1.2%	0.6%
Real Estate	1	2
	0.1%	0.2%
Small Business Training		6
		0.7%
Sociology	8	8
	0.9%	1.0%
Spanish	4	1
	0.4%	0.1%
Speech Communication	3	
	0.3%	
Theatre Arts	5	8
	0.6%	1.0%
Vocational Gardening <New '01>		
Women's Studies	1	3
	0.1%	0.4%
OTHER NOT LISTED <New '01>	60	37
	6.6%	4.6%

* Denotes that the percentage is "significantly" larger than the corresponding one in the other survey year.
(Significance is at the .05 level using an independent Z-test for percentages.)

Q6. Educational Goals:

	2001 Survey			1999 Survey		
	Top Goal	Second Goal	Third Goal	Top Goal	Second Goal	Third Goal
TOTAL	995	995	995	913	913	913
	100.0%	100.0%	100.0%	100.0%	100.0%	100.0%
NO RESPONSE	123	388	502	128	380	473
	12.4%	39.0%	50.5%	14.0%	41.6%	51.8%
Transfer after obtaining AA/AS	407	82	22	333	66	18
	40.9% *	8.2%	2.2%	36.5%	7.2%	2.0%
Transfer without AA/AS	137	105	17	159	94	23
	13.8%	10.6%	1.7%	17.4% *	10.3%	2.5%
Obtain AA/AS, not Transfer	78	41	55	71	43	43
	7.8%	4.1%	5.5%	7.8%	4.7%	4.7%
Obtain a Voc Degree, not Transfer	10	13	7	17	10	12
	1.0%	1.3%	0.7%	1.9%	1.1%	1.3%
Obtain a Certificate, not Transfer	26	21	10	23	25	10
	2.6%	2.1%	1.0%	2.5%	2.7%	1.1%
Formulate Career Plans	23	103	63	32	89	62
	2.3%	10.4%	6.3%	3.5%	9.7%	6.8%
Acquire Job Skills	31	73	86	39	86	77
	3.1%	7.3%	8.6%	4.3%	9.4%	8.4%
Update Job Skills	9	15	20	15	23	19
	0.9%	1.5%	2.0%	1.6%	2.5%	2.1%
Maintain Cert. or License	6	14	13	10	8	14
	0.6%	1.4%	1.3%	1.1%	0.9%	1.5%
Leisure	39	18	43	17	20	47
	3.9% *	1.8%	4.3%	1.9%	2.2%	5.1%
Basic Skills Improvement	18	31	57	18	22	51
	1.8%	3.1%	5.7%	2.0%	2.4%	5.6%
GED/High School	5	3	5	5	2	1
	0.5%	0.3%	0.5%	0.5%	0.2%	0.1%
Undecided	83	88	95	46	45	63
	8.3% *	8.8% *	9.5% *	5.0%	4.9%	6.9%

* Denotes that the percentage is "significantly" larger than the corresponding one in the other survey year. (Significance is at the .05 level using an independent Z-test for percentages.)

Q6_2. Educational Goal Completion
Among those who indicated that the goal was one of their "top 3"

	2001 Survey				1999 Survey			
	A Lot -or- Completed	Somewhat	Little -or- None	TOTAL	A Lot -or- Completed	Somewhat	Little -or- None	TOTAL
1. Transfer after obtaining AA/AS	143	120	154	417	114	110	90	314
	34.3%	28.8%	36.9% *	100.0%	36.3%	35.0%	28.7%	100.0%
2. Transfer without AA/AS	60	70	71	201	97	41	46	184
	29.9%	34.8% *	35.3% *	100.0%	52.7% *	22.3%	25.0%	100.0%
3. Obtain AA/AS, not Transfer	39	42	51	132	32	46	28	106
	29.5%	31.8%	38.6% *	100.0%	30.2%	43.4%	26.4%	100.0%
4. Obtain a Voc Degree, not Transfer	4	5	14	23	10	10	11	31
	17.4%	21.7%	60.9%	100.0%	32.3%	32.3%	35.5%	100.0%
5. Obtain Certificate, not Transfer	12	10	14	36	9	11	15	35
	33.3%	27.8%	38.9%	100.0%	25.7%	31.4%	42.9%	100.0%
6. Formulate Career Plans	34	57	53	144	49	44	25	118
	23.6%	39.6%	36.8% *	100.0%	41.5% *	37.3%	21.2%	100.0%
7. Acquire Job Skills	34	57	44	135	53	63	30	146
	25.2%	42.2%	32.6% *	100.0%	36.3% *	43.2%	20.5%	100.0%
8. Update Job Skills	10	11	4	25	15	18	8	41
	40.0%	44.0%	16.0%	100.0%	36.6%	43.9%	19.5%	100.0%
9. Maintain Cert. or License	4	3	9	16	6	5	6	17
	25.0%	18.8%	56.3%	100.0%	35.3%	29.4%	35.3%	100.0%
10. Leisure	46	17	9	72	34	12	3	49
	63.9%	23.6%	12.5%	100.0%	69.4%	24.5%	6.1%	100.0%
11. Basic Skills Improvement	37	26	7	70	41	23	7	71
	52.9%	37.1%	10.0%	100.0%	57.7%	32.4%	9.9%	100.0%
12. GED/High School	5	2		7	4	1	2	7
	71.4%	28.6%		100.0%	57.1%	14.3%	28.6%	100.0%

* Denotes that the percentage is "significantly" larger than the corresponding one in the other survey year.
(Significance is at the .05 level using an independent Z-test for percentages.)

Q7. Which mode of learning do you most prefer?

	Survey Year 2001	1999
THOSE ANSWERING	940	
	100.0%	
NO RESPONSE	55	913
In Person	896	
	95.3%	
Online	29	
	3.1%	
Television	15	
	1.6%	

Q8. Which location is most convenient for you to take Cabrillo classes?

	Survey Year 2001	1999
THOSE ANSWERING	907	
	100.0%	
NO RESPONSE	88	913
Aptos Main Campus	520	
	57.3%	
San Lorenzo Valley	39	
	4.3%	
Scotts Valley	37	
	4.1%	
Watsonville Center	152	
	16.8%	
Santa Cruz Downtown	159	
	17.5%	

Q9. Do you have access to a computer with Internet connnection that would allow you to register on-line to attend Cabrillo?

	Survey Year 2001	1999
THOSE ANSWERING	948	806
	100.0%	100.0%
NO RESPONSE	47	107
Yes.	752	534
	79.3% *	66.3%
No.	123	201
	13.0%	24.9% *
I can use a friend's.	50	38
	5.3%	4.7%
No, but I plan to.	23	33
	2.4%	4.1%

* Denotes that the percentage is "significantly" larger than the corresponding one in the other survey year. (Significance is at the .05 level using an independent Z-test for percentages.)

Q10-11. How many units are you taking total at...

	2001 Survey					1999 Survey				
	Cabrillo	Aptos Campus	Watsonville Center/Area	San Lorenzo Valley	Distance Learning	Cabrillo	Aptos Campus	Watsonville Center/Area	San Lorenzo Valley	Distance Learning
THOSE ANSWERING	941	865	135	23	24	818	782	71	7	16
	100.0%	100.0%	100.0%	100.0%	100.0%	100.0%	100.0%	100.0%	100.0%	100.0%
NO RESPONSE	54	130	860	972	971	95	131	842	906	897
1-11 units : NET	399	432	114	23	24	404	406	70	7	15
	42.4%	49.9%	84.4%	100.0%	100.0%	49.4% *	51.9%	98.6% *	100.0%	93.8%
1-6 units: SUBNET	193	196	87	21	20	186	192	57	7	14
	20.5%	22.7%	64.4%	91.3%	83.3%	22.7%	24.6%	80.3% *	100.0%	87.5%
1	15	19	8	4	3	5	7	10	2	2
	1.6% *	2.2% *	5.9%	17.4%	12.5%	0.6%	0.9%	14.1%	28.6%	12.5%
2	15	19	10	1	1	8	7	4	1	3
	1.6%	2.2% *	7.4%	4.3%	4.2%	1.0%	0.9%	5.6%	14.3%	18.8%
3	64	66	28	11	9	42	50	16	3	6
	6.8%	7.6%	20.7%	47.8%	37.5%	5.1%	6.4%	22.5%	42.9%	37.5%
4	34	33	33	3	6	56	56	21	1	2
	3.6%	3.8%	24.4%	13.0%	25.0%	6.8% *	7.2% *	29.6%	14.3%	12.5%
5	23	22	3			19	18	1		1
	2.4%	2.5%	2.2%			2.3%	2.3%	1.4%		6.3%
6	42	37	5	2	1	56	54	5		
	4.5%	4.3%	3.7%	8.7%	4.2%	6.8% *	6.9% *	7.0%		
7-11 units: SUBNET	206	236	27	2	4	218	214	13		1
	21.9%	27.3%	20.0%	8.7%	16.7%	26.7% *	27.4%	18.3%		6.3%
7	43	47	6		2	36	36	2		
	4.6%	5.4%	4.4%		8.3%	4.4%	4.6%	2.8%		
8	23	35	5	1	1	44	40	7		1
	2.4%	4.0%	3.7%	4.3%	4.2%	5.4% *	5.1%	9.9%		6.3%
9	53	69	8			51	57			
	5.6%	8.0%	5.9%			6.2%	7.3%			
10	53	53	2		1	49	44	2		
	5.6%	6.1%	1.5%		4.2%	6.0%	5.6%	2.8%		
11	34	32	6	1		38	37	2		
	3.6%	3.7%	4.4%	4.3%		4.6%	4.7%	2.8%		
12 or more units: NET	542	433	21			414	376	1		1
	57.6% *	50.1%	15.6% *			50.6%	48.1%	1.4%		6.3%
12-16 units: SUBNET	483	383	20			371	336	1		
	51.3% *	44.3%	14.8% *			45.4%	43.0%	1.4%		
12	198	160	10			168	147	1		
	21.0%	18.5%	7.4% *			20.5%	18.8%	1.4%		
13	106	87	4			57	53			
	11.3% *	10.1% *	3.0%			7.0%	6.8%			
14	77	60	4			63	60			
	8.2%	6.9%	3.0%			7.7%	7.7%			
15	62	45	1			44	43			
	6.6%	5.2%	0.7%			5.4%	5.5%			
16	40	31	1			39	33			
	4.3%	3.6%	0.7%			4.8%	4.2%			
17 or more units: SUBNET	59	50	1			43	40			1
	6.3%	5.8%	0.7%			5.3%	5.1%			6.3%
17	26	22				12	11			
	2.8%	2.5%				1.5%	1.4%			
18	18	14	1			15	14			
	1.9%	1.6%	0.7%			1.8%	1.8%			
19	6	6				11	10			
	0.6%	0.7%				1.3%	1.3%			
20+	9	8				5	5			1
	1.0%	0.9%				0.6%	0.6%			6.3%
STANDARD DEVIATION	4.34	4.42	4.02	2.33	2.22	4.21	4.29	2.67	1.13	4.53
STANDARD ERROR	0.14	0.15	0.35	0.49	0.45	0.15	0.15	0.32	0.43	1.13
MEDIAN	12	12	4	3	3	12	11	4	3	3
MODE	12	12	4	3	3	12	12	4	3	3

* Denotes that the percentage or mean is "significantly" larger than the corresponding one in the other survey year.
(Significance is at the .05 level using an independent Z-test for percentages.)
(Significance is at the .05 level using an independent t-test for means.)

BEST COPY AVAILABLE

	Survey Year 2001	1999
Q12. How far do you commute to Cabrillo?		
THOSE ANSWERING	930	816
	100.0%	100.0%
NO RESPONSE	65	97
Less than 3 miles	170	141
	18.3%	17.3%
Between 3 - 10 miles	432	401
	46.5%	49.1%
More than 10 miles	328	274
	35.3%	33.6%

Q13. What time and days of the week would you prefer to take classes? (Select all that apply)
[Percentages may add to more than 100% since students could select more than one answer.]

THOSE ANSWERING	928	804
	100.0%	100.0%
NO RESPONSE	67	109
Mornings, M-F	657	515
	70.8% *	64.1%
Afternoon, M-F	340	303
	36.6%	37.7%
Evenings, M-F	243	275
	26.2%	34.2% *
Saturdays	60	77
	6.5%	9.6% *
Sundays	31	34
	3.3%	4.2%

Q14. What hours are convenient for you to use Student Services? (Select all that apply)
[Percentages may add to more than 100% since students could select more than one answer.]

	Survey Year 2001	1999
THOSE ANSWERING	845	726
	100.0%	100.0%
NO RESPONSE	150	187
8 a.m.-10 a.m.	216	208
	25.6%	28.7%
10 a.m.-12 p.m.	298	286
	35.3%	39.4%
12 p.m.-2 p.m.	315	271
	37.3%	37.3%
2 p.m.-4 p.m.	266	245
	31.5%	33.7%
4 p.m.-6 p.m.	232	231
	27.5%	31.8%
6 p.m.-8 p.m.	235	245
	27.8%	33.7% *

* Denotes that the percentage is "significantly" larger than the corresponding one in the other survey year.
(Significance is at the .05 level using an independent Z-test for percentages.)

	Survey Year 2001	1999
Q15. What is your main mode of transportation to Cabrillo?		
THOSE ANSWERING	903	780
	100.0%	100.0%
NO RESPONSE	92	133
Bus	121	87
	13.4%	11.2%
Drive Alone	603	585
	66.8%	75.0% *
Carpool	129	63
	14.3% *	8.1%
Bike	22	22
	2.4%	2.8%
Motorcycle	8	10
	0.9%	1.3%
Walk	11	6
	1.2%	0.8%
Other	9	7
	1.0%	0.9%
Q16. How often are you able to get the courses you need on the days or hours that are good for you?		
THOSE ANSWERING	918	809
	100.0%	100.0%
NO RESPONSE	77	104
Always	191	128
	20.8% *	15.8%
Nearly Always	329	311
	35.8%	38.4%
Usually	309	292
	33.7%	36.1%
Seldom	77	75
	8.4%	9.3%
Never	12	3
	1.3% *	0.4%

* Denotes that the percentage is "significantly" larger than the corresponding one in the other survey year.
(Significance is at the .05 level using an independent Z-test for percentages.)

	Survey Year 2001	1999

Q17. Please select sources you have used to get information about Cabrillo (Select all that apply)
[Percentages may add to more than 100% since students could select more than one answer.]

THOSE ANSWERING	917 100.0%	801 100.0%
NO RESPONSE	78	112
Cabrillo Counselors	517 56.4%	429 53.6%
College Catalog	744 81.1%	631 78.8%
College Instructors or Staff	368 40.1%	351 43.8%
Internet	362 39.5% *	191 23.8%
Students, friends, or family	568 61.9%	510 63.7%
Course Schedule	596 65.0%	564 70.4% *
Other	77 8.4%	66 8.2%

Q18. How many ESL classes are you taking this semester?

THOSE ANSWERING	911 100.0%	804 100.0%
NO RESPONSE	84	109
None	851 93.4%	782 97.3% *
1	27 3.0%	13 1.6%
2	15 1.6% *	4 0.5%
3+	18 2.0% *	5 0.6%

* Denotes that the percentage is "significantly" larger than the corresponding one in the other survey year.
(Significance is at the .05 level using an independent Z-test for percentages.)

	Survey Year 2001	1999
Q19. How many non-ESL basic skills classes (200 level) are you taking this semester?		
THOSE ANSWERING	880 100.0%	774 100.0%
NO RESPONSE	115	139
None	714 81.1%	674 87.1% *
1	65 7.4%	42 5.4%
2	46 5.2% *	23 3.0%
3+	55 6.3%	35 4.5%
Q20. What was your (not your spouse's) total income in the last tax year?		
THOSE ANSWERING	872 100.0%	773 100.0%
NO RESPONSE	123	140
$0 - $15,999	667 76.5%	564 73.0%
$16,000 - $30,999	112 12.8%	131 16.9% *
$31,000 - $50,999	47 5.4%	51 6.6%
$51,000 - $75,999	15 1.7%	10 1.3%
$76,000+	31 3.6%	17 2.2%
Q21. What was the total income of your parents in the last tax year?		
THOSE ANSWERING	659 100.0%	504 100.0%
NO RESPONSE	336	409
$0 - $15,999	134 20.3% *	78 15.5%
$16,000 - $30,999	118 17.9%	95 18.8%
$31,000 - $50,999	146 22.2%	134 26.6%
$51,000 - $75,999	104 15.8%	79 15.7%
$76,000+	157 23.8%	118 23.4%

* Denotes that the percentage is "significantly" larger than the corresponding one in the other survey year. (Significance is at the .05 level using an independent Z-test for percentages.)

	Survey Year	
	2001	1999
Q22. How many children do you or your partner support?		
THOSE ANSWERING	908	218
	100.0%	100.0%
NO RESPONSE	87	695
0	645	Note: This "No Children" category was not present in the 1999 survey.
	71.0%	Therefore, 2001 percentages cannot be compared to those from 1999.
1	77	100
	8.5%	45.9%
2	91	75
	10.0%	34.4%
3	51	24
	5.6%	11.0%
4+	44	19
	4.8%	8.7%
Q23. The language spoken in your home is:		
THOSE ANSWERING	876	797
	100.0%	100.0%
NO RESPONSE	119	116
English	721	715
	82.3%	89.7% *
Spanish	122	51
	13.9% *	6.4%
Other	33	31
	3.8%	3.9%

* Denotes that the percentage is "significantly" larger than the corresponding one in the other survey year.
(Significance is at the .05 level using an independent Z-test for percentages.)

	Survey Year	
	2001	1999
Q24. If you are disabled, please select your disability (Mark all that apply)		
[Percentages may add to more than 100% since students could select more than one answer.]		
THOSE ANSWERING	113	122
	100.0%	100.0%
NO RESPONSE	882	791
Mobility Impaired	9	16
	8.0%	13.1%
Visually Impaired	14	8
	12.4%	6.6%
Hearing Impaired	11	8
	9.7%	6.6%
Speech/Language Impaired	7	11
	6.2%	9.0%
Attention Deficit Disorder	20	22
	17.7%	18.0%
Acquired Brain Injury	5	5
	4.4%	4.1%
Learning Disabled	31	41
	27.4%	33.6%
Psychological Disability	25	8
	22.1% *	6.6%
Other Disability	23	28
	20.4%	23.0%
Q25. What is your marital status?		
THOSE ANSWERING	902	819
	100.0%	100.0%
NO RESPONSE	93	94
Married	147	155
	16.3%	18.9%
Divorced	30	44
	3.3%	5.4% *
Single	637	541
	70.6% *	66.1%
Living with a partner	88	79
	9.8%	9.6%
Q26. What is your gender?		
THOSE ANSWERING	908	821
	100.0%	100.0%
NO RESPONSE	87	92
Female	579	502
	63.8%	61.1%
Male	329	319
	36.2%	38.9%

* Denotes that the percentage is "significantly" larger than the corresponding one in the other survey year.
(Significance is at the .05 level using an independent Z-test for percentages.)

	Survey Year 2001	1999
Q27. What is your ethnicity?		
THOSE ANSWERING	859 100.0%	792 100.0%
NO RESPONSE	136	121
American Indian	10 1.2%	7 0.9%
Asian/Pacific Islander	31 3.6%	38 4.8%
African American	6 0.7%	9 1.1%
Filipino	3 0.3%	3 0.4%
Hispanic	198 23.1% *	118 14.9%
White	549 63.9%	548 69.2% *
Mixed Race	62 7.2%	69 8.7%
Q28. What is your age group?		
THOSE ANSWERING	917 100.0%	824 100.0%
NO RESPONSE	78	89
less than 16	2 0.2%	2 0.2%
16 - 20	421 45.9% *	264 32.0%
21 - 25	231 25.2%	229 27.8%
26 - 30	62 6.8%	115 14.0% *
31 - 40	93 10.1%	112 13.6% *
41 - 50	68 7.4%	70 8.5%
51 - 60	31 3.4%	25 3.0%
61+	9 1.0%	7 0.8%

* Denotes that the percentage is "significantly" larger than the corresponding one in the other survey year.
(Significance is at the .05 level using an independent Z-test for percentages.)

	Survey Year 2001	1999
Q29. If you are employed, are you working...		
TOTAL	995	913
	100.0%	100.0%
NO RESPONSE	308	262
	31.0%	28.7%
Full-time	204	212
	20.5%	23.2%
Part-time	483	439
	48.5%	48.1%
Q30. Did you attend Cabrillo prior to this semester?		
THOSE ANSWERING	916	819
	100.0%	100.0%
NO RESPONSE	79	94
Yes	655	713
	71.5%	87.1% *
No	261	106
	28.5% *	12.9%
Q31. The highest education degree you hold:		
THOSE ANSWERING	902	810
	100.0%	100.0%
NO RESPONSE	93	103
Doctorate	13	4
	1.4% *	0.5%
Master	18	23
	2.0%	2.8%
Bachelor	61	81
	6.8%	10.0% *
AA/AS	65	70
	7.2%	8.6%
High Sch/GED	687	586
	76.2%	72.3%
None	58	46
	6.4%	5.7%

* Denotes that the percentage is "significantly" larger than the corresponding one in the other survey year.
(Significance is at the .05 level using an independent Z-test for percentages.)

	Survey Year	
	2001	1999
Q32. Your father's highest education degree:		
THOSE ANSWERING	898 100.0%	793 100.0%
NO RESPONSE	97	120
Doctorate	48 5.3%	53 6.7%
Master	92 10.2%	103 13.0%
Bachelor	151 16.8%	158 19.9%
AA/AS	104 11.6%	75 9.5%
High Sch/GED	233 25.9%	229 28.9%
None	114 12.7% *	70 8.8%
Don't Know	156 17.4% *	105 13.2%
Q33. Your mother's highest education degree:		
THOSE ANSWERING	902 100.0%	788 100.0%
NO RESPONSE	93	125
Doctorate	19 2.1%	18 2.3%
Master	88 9.8%	89 11.3%
Bachelor	160 17.7%	169 21.4%
AA/AS	123 13.6%	94 11.9%
High Sch/GED	294 32.6%	261 33.1%
None	107 11.9%	76 9.6%
Don't Know	111 12.3%	81 10.3%

Location at which 2001 Survey was administered:

	Survey Year	
	2001	1999
THOSE ANSWERING	995 100.0%	
NO RESPONSE		913
Main Campus	897 90.2%	Not Available for 1999 Survey
Branciforte Jr. High	14 1.4%	
SLV High	17 1.7%	
Watsonville	67 6.7%	

* Denotes that the percentage is "significantly" larger than the corresponding one in the other survey year. (Significance is at the .05 level using an independent Z-test for percentages.)

Cabrillo College Student Survey
Campus Climate, Fall 2001

Answers to Open Response Questions

Q1A. Please provide comments about classes at Cabrillo:

- Great school all the way around. I would like to see an alternative health accreditation program added.
- The Biology Department in particular is wonderful!
- I have had some of the most incredible teachers here. They treat you as an equal.
- I am thrilled with most of the teachers I've had here. I first attended UCSC, and in many cases my instructors here have been more interesting, involved, and committed to teaching. All but a few of my classes have been excellent!
- I don't like the point system for the grading. I'd rather have averaging.
- Please build the baseball field. Not having one is ridiculous!!
- I think people should be strictly fined for leaving their cigarette butts on the ground. They make our campus look bad.
- Please provide a much stronger alternative transportation program (incentives to NOT drive alone) such as facilitating a carpooling network, better and more protected bike racks, etc.
- At Watsonville campus we need to have more tutors for Eng 100L.
- They need to offer more classes in Watsonville. I had seen that sometimes there are only about 4 classes in the whole building being attended when I believe there could be more.
- I love the diversity of classes offered – but I'd like to see more ethnic diversity in students and faculty.
- I think the racial diversity has more to do with the area, Santa Cruz County, rather than the college itself. Reality is that Santa Cruz is not that racially diverse.
- In reference to #11 (re: instructors of different ethnic/cultural backgrounds), while it is important to have teachers from a myriad of ethnicities, it is essential that they speak English fluently, so they can convey their ideas and concepts in a concise manner.
- Some classes promote diversity. By far, most are Eurocentric in nature, and often racist. An example of this is the question itself (#6). I don't think the student government necessarily represents the students because there isn't a lot of student participation in decisions made (which isn't the senate's fault).
- It doesn't matter about ethnicity and these questions are focusing on way too much. I don't care what ethnic background my teachers have as long as they are good teachers.
- I believe that Cabrillo should look and search for teachers of different backgrounds and who are excellently qualified for the positions.
- I have 2 white, American teachers lecturing me about racism.
- Too much based on ethnicity. The more you pose it as an issue the more people are going to think it's an issue.
- I think these questions referring to ethnicity have no value. Race has nothing to do with the ability of an instructor.
- Excellent educational facility – wish they offered Vocab., Spelling, and Grammar. Guess that's what computers are for.
- There is a student government? Why do I have to do this during class time? Ref #20: too well maintained.
- Yoga teaching needs improvement. Teacher should observe/adjust students more, instead of just demonstrating.
- I am a film major and have found the need for more classes in this field. Due to the lack of classes that I need, I'm moving where I can get these skills.
- Need more Art! Stained Glass, Glass Blowing, Fusing (glass), Loom Weaving, Mosaics, etc. Question #7: Too high of a cap; too high of min. # of students.
- I would enjoy smaller classes (# of students). Cabrillo makes an effort to get students of different backgrounds and it is a sincere effort but it's not successful enough. The books and materials I've purchased for my class cost more than enrollment itself and were severely overpriced, in addition to having plugs for Coca-Cola, other commercial products, and various typographical errors.
- Please require less hard texts to be purchased for the classes.
- The Weight Room should be available for all students and faculty.
- Spanish Instructor (name withheld by study) is the best professor I've ever had (that includes UCLA).
- I took Spanish 3 years ago and the lab equipment worked. This year most is broken – no $ to fix 'em??
- They're GRRRREAT!
- Easy, cooperative, schedule-fitting.
- Get rid of the construction.
- I have been very pleased with the teachers here at Cabrillo and the facilities offered. It's been an enjoyable learning experience.
- The classes here at Cabrillo are well provided in my education. They are helping me in any way possible.
- Cabrillo is a wonderful place.
- Teachers should be more organized and not lose work.

Q1A. Please provide comments about classes at Cabrillo, continued.

- Some teachers are terribly prejudiced against white people and some are confused ladies that are too ancient and opinionated to teach the subject.
- CIS 1 is a prerequisite for a lot of other classes. There should be an option of at least 2 teachers. A student option of at least 2 teachers. A student's learning style may not be compatible with a certain teacher so I believe there should be at least one alternative rather than drop the class.
- When hiring instructors make sure they have an extensive background of teaching many years. New instructors have not been a good experience for me, as they don't have good teaching skills.
- I think that the classes need to get better and more comfortable chairs/desks. It's tiring when you have three classes one after another…make students more comfortable!!!
- For the amount of people who attend Cabrillo, there don't seem to be enough places to study on campus.
- Some classes at Cabrillo didn't have a good teacher. Parking is always a bad experience.
- I wish that the teachers were observed during class by other administrators; so that they could be provided with constructive criticism.
- #3: In the English Lab there are not enough computers for writing use. #4: The English Lab often times doesn't have enough staff to help students, plus they don't pre-read your papers and suggest changes in problem areas. One person said in that lab, "We don't edit or proofread in this Lab." Not a very helping environment.
- ESL class causes too many units and it sucks!
- I would love to see more performance art on campus. For example, little hip hop shows in the quad or any reggae or punk or rock.
- I love Cabrillo, GREAT TEACHERS, beautiful campus, wonderful resources.
- My Art class is excellent. The instructor is highly skilled.
- More 2-yr. vocational certificates (e.g. mechanics, auto shop, magazine layouts, Photoshop classes, etc.) More Legal Assistant/Prelaw/Paralegal classes. More Photography courses. More Graphic Design.
- The Lab and Studio classes should be optional because usually it is not hard or challenging, but more time consuming.
- (name withheld by study) – Chem 10 is one of the best professors I've had!! More language classes would be great. Especially more options in higher Italian. More furniture design/making classes, please! (name withheld by study) is a great voice teacher!
- It is the teachers who create the positive learning experience here. It is they who create the Cabrillo image. They need more support. They are great teachers.
- Counselors are misguiding.
- Need better counseling services.
- Counselors need to better acquaint themselves with UCSC. I wasted 1 semester on unnecessary classes thanks to counselor's advice.
- Some math teachers, especially at a higher level, need to be re-evaluated.
- We need live music certain days of the week to bring a feeling of ease and unity.
- I have taken a wide variety of classes at Cabrillo, and had nothing but wonderful teachers. I wish the counseling office was open longer hours. All these great classes could lead students in great directions.
- Great film class. Wonderful Music Lab.
- Music Department kicks ass.
- Too many students.
- All but one teacher has been excellent. Sometimes teachers tend to be too generous with grades.
- Beginning Ballet class is great.
- I think it would be so much better if in Math classes (252) we had teachers who teach us instead of a computer doing their job. Computers can't always explain our questions.
- People who do not test well, like myself, are put into a lower skill level class than they should be in. The Art and Music Labs and some science Labs are a big waste of time!!! It would be nice to have more lawns and benches around the perimeter of the campus.
- Just one class helped me about my major (Fashion Design).
- It's just a normal community college, which in par it should help transfer, but the counselors aren't as helpful as previous ones at other junior colleges.
- I like Cabrillo a lot. Some classes, teachers, could reach out a little more to me. Classes that are too big overwhelm me.
- I hate it that the Math Labs don't let students borrow graphing calculators for regular class periods.
- Classes are a gamble – many superb teachers and many boring, horrible, etc. teachers who don't teach anything. Please keep a closer eye on faculty skills and help or rid those who don't teach.
- I am, for the most part, pleased. It would be nice if there were two sets of classes; one for kids fresh out of high school, and one for people with a bit more maturity.

Q1A. Please provide comments about classes at Cabrillo, continued.

- I believe that in general the instructors are well prepared, but there are some that are old and senile, these few are terrible teachers and should be fired. You need a sort of checkup system that lets you know when it's time for some to go.
- Cabrillo has some very good instructors. Mr. (name withheld by study), Mr. (name withheld by study), Ms. (name withheld by study), Mr. (name withheld by study), and my stats instructor whose name I forgot are all excellent instructors. I have found the counselors to be lacking.
- I have taken women's studies classes where there were no men. I believe the name (Women's Studies) intimidates them to not join. I would love to attend classes focused on Men's Studies. Maybe "Men in Society", "The Modern Man", "Myths and Religion of Men", "Men in Groups" and so on. Thank you.
- Classes are too full and the less facilities we provide and more students we take in, they will have to build a ten or twelve story parking structure and still have no parking.
- My classes have been great, but sometimes could benefit from being smaller. All of my instructors have been quite enthusiastic.
- Need more English and Math availability.
- The college needs to help each department out with supplies, $ and anything to keep them the best. I don't like the way the Dance Dept. is separated from Theatre and also they don't receive as much help and support from the college. That's a turn off!
- It seems most departments are understaffed.
- I find that when classes are Tues. & Thurs. during the day that I can't fit them into my work schedule. I cannot afford to take 3 days off a week, and working 1 day between 2 days off sucks. I like classes that are 2 days in a row.
- It was completely impossible to get into any Eng. 1A class this semester – which has set back my plans. Student govt. (I feel) does not represent me, nor do they care to. Need more Botany, Microbiology courses. The food in the cafeteria is bad. The coffee is undrinkable. The Student Center is uncomfortable. Why do I have to watch Mexican soap operas to sit down indoors? I have no idea of the resources available to me.
- The lawn that was decimated by feral pigs needs to be replanted.
- They need to spend some money toward new classrooms to help decrease the # of students in class so as a result a student is able to have a more one-on-one with the instructor.
- I think that the Labs here on campus are excellent (Math, Computer, Writing & Tutorials). I don't directly pay these people, but they sure act like it. They're extremely helpful and honestly care. I think they care more about my education than my family.
- The classes at Cabrillo are run smoothly.
- Some teachers go the extra mile to help kids and some don't...it's just a matter of who they are. I think teachers should (all teachers) be helpful in any class taken here.
- Many of my classes have been great, with fair grades and expectations. There are a few that I was not satisfied with. I would like to be able to do teacher assessments for every teacher at the end of the semester.
- (name withheld by study) is the best! Anthro. Lab rocks.
- This is my second year and I have only had 1 bad teacher. The rest of my teachers have been wonderful and they love their jobs.
- As far as teachers go, I have had many wonderful ones, and only a couple really bad ones. The Math Lab is <u>wonderful</u>. I couldn't have done well in Math without it.
- The Math Lab and Writing Center are excellent. The Counselors who work in the Career Center are far more attentive, helpful and polite than those in the Admissions Building. One reason may be that in the Admissions Building, they are overworked. There doesn't seem to be enough police presence on campus. They need to patrol around more and give more speeding tickets.
- The only class I don't like is the Medical Insurance because the teacher doesn't explain very well. She started the class with 15 to 20 and only 8 or 9 stayed in the class.
- Great instructors lead to a good education, so keep 'em coming.
- Cabrillo College is a fun school.
- Too many students for size of room in art class. Teacher always late!
- My classes are great. Sometimes a little too long. I like my teachers. English lab doesn't feel like it's needed. I don't like English Lab.
- It is often impossible to concentrate due to constant construction. The Multicultural classes are exceptional, but I think all or at least many more gen. Ed. classes should bring aspects of other cultures into study and discussion.
- It bothers me when teachers practically read from the text for their lectures. It gives me the sense that they are not as knowledgeable as they should be. It's been my experience in plenty of my classes, unfortunately.
- I would like Herb classes. Maybe daycare provided for night classes for single parents.

Q1A. Please provide comments about classes at Cabrillo, continued...

- The classes that I have taken are well structured and the instructors are always available to answer my concerns or questions.
- All instructors I've had, and have, have been great!
- Excellent school. I love all of my instructors. I wish it was a 4-year school.
- My instructors in the ECE Dept. have been excellent. I am continually amazed at their level of commitment to and degree of caring for this field. I believe this must be one of the best places to get an education in ECE.
- The ECE program is incredible and wonderful, very inclusive of diversity of all kinds. The greater majority of my teachers have been very helpful, professional, and egalitarian in their teaching methods, 3 very important qualities of a student's success in his/her classes.
- All my ECE classes were great. The teachers are wonderful.
- The English 100 Lab needs help. We are doing stuff that seems more geared toward ESL students or something. Personally, I know how to use periods, commas, etc. It is a worthless requirement.
- Some of my teachers are complete, incompetent morons who waste my time and make me want to commit ritualistic suicide. I get them occasionally. Some of my teachers are just unbelievably fantastic. (I get about one a semester.) Most are just adequate, though some only barely. One instructor is a dolt.
- I have enjoyed the classes her at Cabrillo. Although the constant construction on campus has been a bummer.
- All of my teachers are nice except one. He makes me feel threatened by attacking my religion.
- The classes provided at Cabrillo are okay in all but they do not have labs for humanities and for many important classes. Students also are not aware of cross-enrollment.
- I dream that there could be possible more cultural sensitivity and support from some teachers.
- Provide more ethnic-background teachers.
- Hawk Talk Registration is awesome!!
- Smaller classes (fewer people).
- Classes too full!!
- I generally have good experiences at Cabrillo, but there is an isolated situation where a teacher has been rude, inconsistent and unclear in his teaching.
- We need more Math/English classes offered. It is hard to schedule required classes around work. It would be better to have more science/history classes offered in the mornings and evenings. More options would make it easier to take required classes that are of interest.
- I personally am not happy with the quality of the Chemistry teachers here.
- I appreciate the opportunity to take evening class off site on west side of Santa Cruz County.
- I am only taking an off-campus French 3 course, which is excellent, but do not have the experience necessary to make most of the other judgments.
- I like the course's location which I'm currently enrolled in – Branciforte High and the University downtown Santa Cruz Center. Much better parking, and less traffic. Thank you.
- In general my classes at Cabrillo are and have been very good in terms of enthusiastic instructors and interesting classes.
- My English 100 teacher, Mrs. (name withheld by study), is awesome. I'm planning on taking her classes that she teaches besides English 100.
- Re: questions #6,11,13,16,18: These have nothing to do with education!! When you want to concentrate on making these an effort, you stray from the goal of education. If we are all to be equal, then why put too much care into groups or ethnicities. It should not matter at all!!! It seems to me that you are more concerned about not being equal to all. We are all Americans and that is the bottom line!! I think I do not want to return next year!!
- You shouldn't focus your survey on ethnicity so much. We are all human.
- Cabrillo needs to improve on parking availability. It is always a problem – it has been as long as I have attended since 1995.
- Need more parking closer to campus J .
- I do not like what you have done to the roads.
- I hate parking and I have never even seen a cop.
- Parking sucks. I have only used my permit three times thus far.
- We need more parking lots.
- Parking sucks.
- I got a $110.00 ticket for riding my skateboard through the parking lot on my way home from schools. I didn't get a warning, which really! sucks! bad!
- So far my classes have been well instructed and up to my expectations.
- My classes so far have been very informative. I am very happy with my Cabrillo education thus far.

Q1A. Please provide comments about classes at Cabrillo, continued...

- The Art Dept. has old equipment and an ugly atmosphere for creativity. Poor lighting.
- It is widely known that rock music is not the relaxing type of music for the Art classes. One teacher uses it regularly and it is bothersome to some students.
- I would like to see a Nursing program offered nights and weekends for students who need to work yet want to achieve educational and job skills.
- Instructors really don't care about students. Half of mine didn't even know my name after a full semester in their class. This school is too concerned with diversity and ethnic backgrounds. The Admin. Dept. needs to improve.
- I think you should offer a larger variety of classes, for example Real Estate courses.
- More History classes about other countries and ethnic backgrounds.
- Need more Chicano teachers and African Americans.
- This is my first semester here at Cabrillo College. But, I still feel like I can honestly answer most of these questions.
- I'm still in high school and I've only taken 2 classes at Cabrillo, and so I don't really have any opinions on the school because I'm not here that much.

Q3. If you feel strongly one way of the other about any of the services above, please tell us why.

- The Math Learning Center (MLC) is a very effective tutorial center.
- The Math Learning Center got me through so many classes. A wonderful service. Financial Aid had the worst customer service, very limited hours, and totally screwed up my aid when I needed it.
- It was very hard – I was unable to get advising on what classes to take with UCSC in mind for future and previous school in past.
- I feel that my instructors provide an extremely valuable experience for my own as well as others' educations.
- The counter help at the library is largely consisting of rudeness/poor attitudes. The parking situation is greatly improved, but still needs more spaces. The counselors are fantastic, helpful, and encouraging/inspiring.
- Great Library!
- Library is excellent. Good helpful people.
- Great Library.
- (name withheld by study) in Articulation was fabulous to me. Cafeteria – we have the population here to warrant more dinner hours and/or more "fast food" vegan options.
- I liked the job placement center because they always take the time to make sure all of your questions are answered. In my opinion, they go above and beyond.
- The Tutorial Center/Learning Center of Watsonville is real good. I always go there for Math and there's always someone available to help me quickly, who knows what they're doing.
- I would like the Writing Center to be open on Fridays.
- The Open Access Computer lab is excellent because a lot of students don't have computers at home. They can just go to the computer lab to get their school work done.
- I really had a good experience with the Women's Re-entry Program. They really support women to make career changes and are helpful with getting us into the right classes.
- It should be easier to get my Assessment results so I can get the classes I need faster.
- Starting school was a pain because you had to run back and forth. If they could contain all new student or returning student offices in the same area, it would be better.
- They're all so terrific!
- Strong instructors – Tutoring – Learning Resources, and Writing Lab Center.
- I think that overall teachers and staff do everything possible to do their jobs right.
- I experienced an extremely rude woman in the Admissions & Records window who provided no help to my situation and received other people's confessions of her rudeness.
- Admissions cannot think "outside the box"! They look at everything as black or white. I felt they did not have concern for individual student needs. "Don't rock the boat" is their motto.
- Registration was a joke. They never sent me anything. I had to call to find out if I was enrolled.
- Open the Writing Lab on Fridays, and I'd give it a "5". Parking in a.m. is bad. Healthier food in Cafeteria – snacks like Power Bars. Also, sometimes even "official guidelines" aren't made clear or followed in terms of drops and adds – or aren't communicated to other departments.
- The service of protecting animals from heat exhaustion while locked in car.
- Career counseling, counseling, and Transfer Center are sooooo helpful! It is terrible to close the gazebo at 2pm. I only have classes from 2:30-9pm every day and it's very bad to not have a place to get some food. Night hours PLEASE!

Q3. If you feel strongly one way of the other about any of the services above, please tell us why. Continued.

- Counseling/Academic Advisors need more knowledge in medical professions. I knew much more than they did and needed questions answered. They were interested in knowing more though.
- I don't think there are enough Chemistry tutors or times available.
- Tutorials and Writing Center are outstanding. People have to be encouraged to find alternative means to get here. The woman at Job Placement can be a beast.
- I understand that Cabrillo needed to close down all the food services due to money loss, and that one place remains open, but when I am at the 1600 building across the street and have only 20 minutes between classes, I cannot walk all the way over to the cafeteria, eat, and make it back to class on time!
- Food is overpriced. College students have limited income.
- The Cafeteria has awesome staff.
- The food in the Cafeteria is gross. I got food poisoning from it once. Counseling is awful! It seems like they do not care what is going on and give you the wrong information.
- The Cafeteria closes way too early.
- Cafeteria closes way too early. Parking is horrible. Placement test is bad, my classes are really easy.
- I really don't appreciate the new Cafeteria hours. I do not understand why every place to get food closes at 2pm.
- Gazebo should be open later.
- Cafeteria service is good, but they need to be faster because people have other classes or things to do instead of waiting 10 minutes to get your lunch.
- The break/snack bar at the Watsonville Center is seriously overpriced. Most students here are very unhappy with the price when it's compared to the quality of the food and services.
- Cafeteria food is of a very low quality. Especially for the price. Gazebos need to be open later – the one by the computer lab should be open both evenings and weekends.
- Cafeterias and Gazebos are too expensive.
- Sandwiches used to be good. Now they are lousy.
- The Cafeteria and Gazebo needs to be open later than 2pm. It makes no sense to close at 2 if classes get out at 2. Where do people eat on their way to 2:10pm classes? Gazebo and Cafeteria hours need to work with main campus hours.
- Gazebo should be open for afternoon students.
- I am not happy that the Gazebo closes so early now, and that there is nowhere to get snacks/hot drinks during night class breaks. Parking is horrible, and many times the bookstore does not have the books I need, even after the semester begins. Also, the cafeteria food is expensive with few vegetarian options.
- Cafeteria menu doesn't have variety.
- I think the food in the cafeteria is horrible!
- The Cafeteria needs to stay open longer.
- The Cafeteria needs to be open until at least 3pm to service more people.
- The food on campus – in the cafeteria, etc. is a SHAME. Why do we get this crap when Santa Cruz is such a Mecca for healthy food and health-consciousness? I am vegan and I eat organic food. I can't get ANYTHING to eat here that suits my standards. PLEASE: how about a mini-café or another gazebo featuring healthy veggie alternatives?
- I think that the cafeteria food is really bad. I think it would be great to have smoking cans at the parking lot and Math building!
- Cafeteria food is bad. Not enough provided and quality is poor.
- Coffee service staff, except for blonde guy w/ beard, have absolutely no customer service skills. Coffee is watered down. Ridiculous that cafeteria closes at 2pm. Replace Marriott as vendor to reduce costs. Bookstore is a joke. Needs an overhaul. Look at how other college campuses operate their stores.
- Make the food CHEAPER!!!! More selections of videos in the library.
- I don't think the cafeteria offers foods for everyone and it is a bit old.
- The Bookstore and Cafeteria are no good.
- Not enough food service in afternoons, evenings.
- Cafeteria smelled really bad, the only time I considered eating. Now I won't.
- Cafeteria hours should extend beyond 2pm. Some people have afternoon classes or come directly from work. There are few, if any, food stores off-campus as alternatives. Parking is horrendous! I have to allow ½ hour just to drive around looking for a place – and I have a permit!
- Good services close too early. Not available for night classes. Parking.
- Gazebo should be open at least until 8pm.
- The cafeteria could really use some help along with the fireside lounge. I don't go there because of the environment.

Q3. If you feel strongly one way of the other about any of the services above, please tell us why. Continued.

- The Cafeteria is terrible! They don't accommodate students' needs, hours, or variety of foods. DO NOT RENEW THEIR CONTRACT, debt or no debt. • Cafeteria needs better food at lower prices!!! Students don't eat on campus because the food sucks!
- What happened to the Cafeteria food? I cannot recommend the Culinary Arts Program any longer. What an embarrassment.
- The Cafeteria should open longer times. 4:00pm would be a good time to close. Maybe at least the Gazebo should remain open that late.
- The company that runs the Cafeteria, Sodexho Marriot, is the single largest shareholder in Prison Realty Trust – a corporation that manages for-profit prisons. I consider this to be immoral and do not purchase food from them. They don't have any fresh vegetables anyway. The Bookstore staff is great. The cost of books and the swiftness with which new additions come out is not okay.
- The food choices (Cafeteria, Gazebo) are terrible. Few healthy choices – very few vegetarian. Ridiculous hours. Cafeteria should be open until 6pm.
- A woman in Financial Aid is always rude to me – condescending and short.
- The Gazebo closing at 2pm is the most ridiculous thing – what about people that depend on that food/fuel?
- The quality of food is poor. In Santa Cruz with so many fine eating establishments, it should be better. Gayle's or some other co. should open up on campus. Café rather than cafeteria.
- There aren't enough varieties of food. Maybe having other stands throughout the school with food.
- The EOPS Office and Financial Aid have almost no idea what they're doing or how to do it, based on multiple visits to each.
- EOPS because when after I applied and then I was accepted in their program they said I must get a letter before coming to see a counselor and they had told me no such thing.
- I am a student employee, and would appreciate if personnel would stop losing my paperwork and pay their employees on time and in full.
- Financial Aid service people don't get paperwork done fast enough. They send you the info. after you have found it yourself. Gave me wrong info. Thought I had cleared it but they still called me.
- Financial Aid is a bureaucratic nightmare. I have a 4.0 through 52 units and I'm on Academic Probation!?!
- Financial Aid has always been not very good here. The hours are difficult as well.
- The Financial Aid office needs to advertise more about Financial Aid and who can qualify.
- Financial Aid lost my paperwork. Bookstore needs a complete makeover.
- The ladies in Admissions are not only rude – but also are not helpful.
- Admissions & Records / Financial Aid: Unfriendly, unhelpful and incompetent.
- I had a hideous time registering/admitting, being told I had to get two letters proving I had lived in Watsonville 2 years and that my application was defective with refusal to tell me what the defects were. Protested to (name withheld by study).
- I had a bad experience with the staff at Admissions & Records at the main campus, and I think they're real rude, impatient, and unorganized. We need better staff. I saw how they treat others also: BAD!
- Some of the people working in Admissions, and Assessment, are very unhelpful and rude. The parking structure is nice, however, parking is still a major issue!
- People working in Admissions & Records, and Counseling have had terrible attitudes at work, and have been very unhelpful in many aspects, including not recommending the necessary classes to transfer, in other words, not setting up my transfer properly.
- The staff at A&R need new training in terms of politeness and customer service.
- I don't like Admissions and Records. They are not friendly or helpful, and you have to wait forever for nothing.
- A&R are understaffed. Bookstore system is archaic!!! Use computers for god's sake! Every student issued ID, database contains information on classes and books, so forth, so on).
- I have had a hard time finding necessary books in library. Staff very kind, but ultimately of no help.
- At the start of the semester, things are very busy for everyone. I feel that the people in Admissions & Records should be more friendly.
- I feel that Cabrillo's Admissions and Records are unorganized. They often don't send money back if it's owed to you, and they have lost information on students.
- Cops should not carry guns on campus.
- I believe the counselors do not help direct the students and they don't care about what they're doing, and don't do a good job.
- Parking situation is horrible.
- You need more parking!!! Make the lower gravel parking lot into a multistory one. It takes 45 minutes to find one. Something needs to be done!!

Q3. If you feel strongly one way of the other about any of the services above, please tell us why. Continued.

- Parking is painful. You seriously need to have your spot by 8:45am or you're screwed. And if your lst class is at 11:30am, hope you brought a book!
- Parking is terrible, even with the new lots. At 10-11am I drive around for 30 minutes looking for a space (don't find anything) and park off-campus, a 10 minute walk away. My parking "permit" was a waste of $40.
- Parking, there isn't much parking at the Watsonville Center.
- Parking is not great – congested going into the parking lots.
- Parking is very bad.
- Parking sucks.
- Parking is awful, there's never any sort of parking even when we leave early for class.
- I feel the parking is awful! It is extremely hard to find a place to park, especially at 9:30am classes.
- I was recently given a parking ticket for parking in Lot L in an "undesignated" parking spot. But it also had no signs saying not to park there. With the huge parking problem, please be more clear in the future! Students can't afford it!
- Parking here sucks.
- Parking has become a huge problem, even with the "new" lots in place.
- Parking, you need more of it.
- There is not enough parking for the amount of students with cars. If you want us to pay $40 for parking we want to be able to find parking spots.
- Parking is an absolute NIGHTMARE!!! Food services need longer hours, more staff!
- I know you just put in parking, but there should be more. Also, it would be wonderful if the lots were gated so when I've been looking for a spot for 30 minutes, someone else doesn't just "get lucky" and get one as soon as they arrive.
- Not enough parking.
- Sometimes it takes an hour to find parking even with the new garage. We could get a parking lot somewhere else and shuttle students back and forth. Something!
- We need more parking! Maybe some more larger spaces – my truck barely fits in the stalls.
- Parking sucks...the stop light by the parking garage changes and holds up traffic for minutes even when no cars are waiting.
- Parking is a major problem on the main campus.
- In the Aptos campus, they really need more parking. They could have done the garage higher. People always complain to me just about the parking, not the school itself.
- Parking is awful. Pave the lower lot across from the pool.
- We need more parking! Coming hours early to find parking...sucks!
- There is not enough parking.
- There is still no parking! Counselors are very unknowledgeable and unhelpful with transferring and degree directions!!
- Should have convenient parking for students who carpool (creates reason to carpool and less pollution and parking overflow).
- MORE PARKING!!!
- I feel that even with all the renovations and construction, parking is still a really big problem. The problem being that there just isn't enough parking.
- People are considering breaking legs so they can get a handicapped sticker and not have to come to class 2 hrs. early just to get a parking spot.
- After 8:00 a.m. there is no way to find parking!
- I believe that the parking at Cabrillo needs to be expanded. Even if you purchase a permit, you sometimes still have to park at Twin Lakes Church and have to walk. The parking patrol needs to be a little less strict. Some people are in a hurry and they should understand.
- Parking sucks – not enough and far away. At peak times you have to park far, far away if you get here late and can't find any real parking, need to park on street.
- Make parking and campus accessibility easier. One small walking bridge and one crosswalk isn't enough!
- The parking could be more accommodating.
- There is a critical need for not only improved parking, but also for more seating around campus!
- I would like to ride my scooter to school – but the motorcycle parking is small and not secure. Why was it so easy to steal plants from Hort. Dept. with the Sheriff's Office right there? Don't they patrol?
- Parking needs to be addressed.
- Parking is terrible! Even with the new garages it is almost impossible.
- There should be more parking spaces.
- Cabrillo needs more parking!
- Need more parking spaces, especially at night. Need more evening and summer classes.

Q3. If you feel strongly one way of the other about any of the services above, please tell us why. Continued.

- I bought a parking permit and have not once had a chance to use it. Spots open at night, but if you've been here all day, forget it. It takes me 2 hrs. to get home at night, but I only live 10 minutes away!
- Parking sucks! Never at class on time.
- Parking is a mess! Even with the new structure, it is very difficult to find a spot. The bookstore prices are out of control. I think the bookstore should be owned by the school and have regulated prices.
- Parking is still difficult. The new crosswalk being moved, and the only place to cross Soquel is ridiculous if going from upper campus to lower campus (or vice-versa) between two classes.
- Parking needs to be upgraded. Two of the four days I park well off campus. I paid for parking and I'd like to park on campus when I arrive.
- Parking structure poorly designed for pedestrians coming up from street. Parking sucks. And why chase me away from parking on local streets during the day? Is that really being a "Good Neighbor?"
- I personally feel student govt. and such activities are not generally a significant part of campus. Parking is difficult to find. One counselor was rude, unsupportive and uninformed.
- I really have a problem with the parking. I feel like I paid $40 for something (permit) that most of the time it wouldn't even matter if I had it.
- We need more parking!
- Parking is HORRIBLE! I paid $40. to park here and there's never any spots! I have to get here an hour early just to find parking, blocks away!
- Parking is still a nightmare here. Construction is not seeming to get anywhere, taking too long! The Transfer Center employees are not informed enough on transfer issues. Would be helpful if they could actually help students! Math Learning Center is awesome! Line at Bookstore a joke, need more registers at beginning of semester!
- I got a $46.00 ticket in a no-parking zone, which I didn't notice because I had seen other cars parked there. A warning would have been enough and I wouldn't have parked there again.
- I feel like the people in the bookstore are either misinformed, or lie about when out of stock books will come in. Parking sucks!
- Parking sucks, not enough spaces. You have to get here an hour early for a 10:00am class.
- Many cars, so little parking space. Carpooling is the key to success!!
- The parking lots are much too crowded. The Library needs to have the books on time and quicker service so the wait isn't as long.
- The parking at Cabrillo really needs to be improved. We need more parking garages. FIX PARKING!!!!!!!!!
- Parking sucks! Need more parking garages. Fix parking lot surfaces.
- Parking is just insane. Admissions and Records needs to get it together.
- Parking. There is so much crowdedness in the morning.
- The parking this year was horrible, even with the newly rebuilt parking lot. I had to park three, sometimes four, blocks from school because of no empty spaces. I feel that paying $30 dollars for a parking permit and not being able to park on campus is wrong.
- Parking sucks!! Hell, let's build more buildings, attract more students, but who needs parking?!!
- The parking sucks!
- The parking here at Cabrillo is horrible. It takes me about 30-45 minutes to find parking. I feel if you're going to issue a permit and have students pay for parking, have available parking spaces!
- There is no parking available near the Watsonville Center and it's so hard to find a space.
- In the Watsonville Center they need more parking places.
- There's no parking at the Watsonville Center.
- Parking here is terrible. If you get here at 9am you have to park miles away.
- Regarding Student Parking, the Admin. Should be held accountable for over selling permits and for greatly inconveniencing full time students. In addition, the Student Senate has done a great job in representing the student body this year.
- The parking is horrific. Maybe more parking?
- More parking, bigger parking spots for larger vehicles.
- We need more parking garages! I cannot stress that enough! MORE PARKING FOR PERMIT CARS!
- Stupid how parking permit is $30 yet you can never find parking!!!
- Parking is horrible. A good idea is to give advantages to students who carpool (like free parking passes).
- We need better parking!!
- Parking is the search for a missing link.
- I feel that they need more parking for students and I also feel that the Sheriff's Dept. should take a better look at the signs for student parking lots and visitors.

Q3. If you feel strongly one way of the other about any of the services above, please tell us why. Continued.

- More parking would be extremely helpful, especially in the morning. Sometimes at night in the far back classes there isn't enough.
- There seems to be plenty of parking spaces – however classes perhaps should be staggered more to allow an easier time at finding a space.
- Parking is unacceptable for the price of the permit. No spaces are available between 9:30a.m. – 12:45p.m.
- Parking is HORRIBLE and it takes too long to find a spot.
- Need more parking. There is not enough. Extend cafeteria hours for people just getting out at 2pm.
- The parking situation is really bad in the first month of the semester. • The lack of parking conflicts with other time commitments because it is necessary to arrive way before your class starts to find parking and then walk with books. I've circled parking for an hour plus before finding a spot (2001).
- Needs to be more parking.
- Parking is a big problem. Perhaps marking Soquel Ave. would help. Maybe the first few weeks of school, ticketing could be a little more lenient.
- The parking situation, even after the addition of more areas to park, is extremely competitive. It takes between 15-30 minutes to find a parking place on an average day.
- There is definitely not enough parking, especially for larger vehicles.
- Parking is very bad. The only times I have been late to class is when there is no place to park. We students can't understand why parking is so bad. Make a garage parking lot in all the parking lots. Cabrillo does have the money.
- The coffee at Gazebo is awful. Bookstore sometimes has not enough books. Finding parking is Hell.
- Parking is still a problem even though they built a three story parking structure. Carpooling or some shuttle buses.
- Parking isn't worth $40. Sometimes it is very difficult to find a decent spot.
- Parking is a disaster...
- Open Access Computer Lab staff is not knowledgeable concerning the computers and programs in use.
- E.O.P.S. workers have always been rude to me. Library workers are as helpful as possible. Parking is terrible. Have to get here 1 hour before classes to find a spot. Registration is convenient!
- E.O.P.S. – The staff was very helpful, but teen mothers that have CalWorks are the only ones that were able to have childare. I believe that's unfair not only for me but for other mothers.
- More access to "Open Access Computer Lab."
- The Bank should have longer hours.
- Students should have access to bookshelves (self serve) in the bookstore. Hallway really smells.
- I do not like the Bookstore (name withheld by study). She is very unhelpful. Parking sucks.
- Bookstore is a mess – needs to be redone. Long lines not necessary.
- The Bookstore just got my history book. It's OCT. Ist! You should do better than that. Oh, and the campus ticket police are unjust and vindictive.
- We need our Book Store back.
- Book Store – they know a lot and are very helpful! They also allow you to get in and out as quick as possible.
- The bookstore wasn't open at the convenience of working people and the staff was very unpleasant.
- The Bookstore prices are way too high.
- Cheaper books!!!
- The Bookstore overcharges. They are scandalous.
- The bookstore was fine (I can forgive the lines of course) but again my textbooks were SEVERELY overpriced.
- Book prices are way too expensive!
- I think the bookstore needs updating. Possibly this is in future plans – the covered area in front of it actually smelled when school started.
- Lines at bookstore are ridiculously long at beginning of term.
- The book store didn't have an up to date book list on the wall outside for any of my classes that required a book. Also, there were a lot of required books, making people fall behind.
- The bookstore situation is ridiculous. It should be set up differently. Maybe like a CSU.
- Students should be forced to drop 1 week before deadline for students to add. Classes seem half empty, and many students that want to be in the class can't.
- Some disabled male was in the women's locker room and saw me naked and I don't appreciate that.
- The first time I registered at Cabrillo, the staff lost my application papers and didn't even inform me.
- I feel strongly that the Children's Center is very helpful and the teachers are very communicative with parents.
- Site-specific registration (Branciforte Jr. High) was excellent!
- I think it's great you have on-line registration. Perhaps you can have the teachers post what books are needed on-line. Being able to have your bookstore online would be great. We could order the books and them pick them up at Cabrillo.

Q3. If you feel strongly one way of the other about any of the services above, please tell us why. Continued.

- When have questions, I have never had good luck getting in touch with a person over the phone. Phone system is confusing and frustrating.
- It's unfortunate that auditing classes is not allowed. Parking and Registration structures make it very difficult for non-degree-seeking students to take classes.
- I love the Health Center! They have been my only access to medical care for the past 3 years and they are wonderful. The nurses and staff there are very helpful and very friendly.
- Latino students need to be more informed about all activities at Cabrillo.
- Math Center. I wish there wasn't such a wait list for help. I've been in need of tutorials, but never got any help.
- Math tutors for Math 13.
- I have been extremely impressed with the quality of teaching and instructor proactivity in this institution. However, I find the quality of administrative and counseling services to be extremely poor. I have received rude, untimely service on countless occasions as well as inaccurate information. Had I not been self driven as a young freshman of 18 (now graduated with a B.A.) I may not have returned because of my very rude counseling reception.
- Career Planning/Career Counseling is very misleading. Now I'm paying for classes I don't need!
- Intermediate/Advanced Swing Dance class – people would take it!!!
- I would like to see more police protection at night classes.
- In no way, shape, or form should funding be cut to any services.
- I think that staff needs to be better trained and more willing to help. The school has a lot of services but quality is lacking. I'm quite sure this all ties into pay. You need to pay for quality.
- I feel that the counseling is very good, especially one man in particular.
- Counseling person had no knowledge about my particular career goals, therefore the counseling didn't help. Also, as a new student, I was not explained the process of class taking.
- I had a counseling appointment and she made the meeting feel very rushed. I did not feel I got a good idea on how to proceed with picking my classes. The Hawk Talk is great.
- I have used Counseling and feel they need to know a lot more. I am positive many other students feel the same about this.
- Counselors are great! Encouraging and informative.
- Counselors did not help in planning at all.
- All counseling offices are fabulous. Every counselor that I have seen has been great, except one.
- Counseling staff has been completely worthless for me. They have not helped me whatsoever. They seem more concerned with getting me out as soon as possible, as opposed to helping me with educational plans.
- I feel that there needs to be better counseling services, with counselors that know what they are talking about.
- The counselors generally seem unresponsive to student questions and concerns, and are also very by-the-book when it comes to addressing student problems. I'm basing this on the 2 counselors with whom I have met and on several accounts by others of their meetings with counselors.
- Counseling is not good. It's worse than High School, which is a good word to sum up Cabrillo.
- Some of the counselors were very knowledgeable and helpful. Some gave me wrong advise and didn't know the info. I needed. Some were very friendly and nice. One was not. She was terrific and helping me to figure out what career might be good for me. She was not good with computing what classes I needed or could use from another college to fulfill graduation and transfer requirements. I had to figure it out myself, then check with another counselor.
- Counselors need to be better at understanding individuals' needs.
- Tutorials: A+
- I believe that for the most part everything is satisfactory except for the lines. You need a more effective way of dealing with people.
- You need transfer counselors that care more about your direct needs.
- The counselors seem to me at times to be guessing what you should take next.
- The counselors are always there for the students' needs. (name withheld by study) is great as well as the other counselors. The EOPS Program is great. They have a great services.
- All areas – such as the Counseling, etc. are very helpful.
- Got sent to an English class that was too easy for me. Thanks to Assessment. Wasted a semester.
- Assessment was not accurate. My classes are way below my level. I feel I should have been able to choose my classes.
- During Math Assessment computers stopped working, causing 30 min. delay.
- Disappointed colleges can't work together when 1 class is cancelled due to low attendance that another college can't pick up those students. Especially when same instructor and attended all class even though registration closed the day before.
- An Automotive program.

Q3. If you feel strongly one way of the other about any of the services above, please tell us why. Continued.

- I was misinformed by staff in Assessment and Financial Aid.
- Bookstore prices are too damned high. Re-use editions! A am far from rich.
- I had a hard time getting to the bookstore with my child in a stroller. This could mean someone in a wheelchair would also. The job placement people were wonderfully helpful to me. I found a great job with their assistance.
- Bookstore needs more efficient way to distribute books at the beginning of the semester or have a couple locations to get them.
- The on-line bookstore please!
- I have had experiences with library employees being very rude and unhelpful.
- The Library really needs to expand and update its book collection!
- The services themselves are fine, but the hours are lousy. Many students work and take night classes, but most services are closed tight as a drum by 5pm (some, like the Bank, even earlier).
- We should be able to complete our schedule before paying for classes we are going to drop.
- Generally people don't care if they help you or not.
- When I came at the beginning of the school year to talk to the Counselor, she wasn't very helpful and left me more confused.
- Counseling never helps me. And where do I go now? I think you really need to advise counselors to be more helpful and friendly. I've gone to 2 people and got the same attitude from them.
- I do not feel that I was guided by the guidance counselors. There seems to be a general apathetic regard for students' college and educational goals. Actual qualifications for various departments at UC's and other colleges were never accurately explained.
- I finally found a good counselor. One of your counselors shouldn't be in her job!
- The staff was helpful with my needs.
- About the police protection, I haven't seen any negativity among students, so it's not necessary.
- Parking – unless you're staff with disability sticker, it's hopeless. I am a student with the ability to park closer parking, but at the beginning it was pitiful. "You Need More Parking."
- The New Gazebo hours suck! It should definitely close no earlier than 4:00pm M-Th. 2:00 is too early!!
- The Financial Aid people haven't been very helpful the times I've gone to see them.
- All the staff around here have wonderful attitudes and are very helpful to the students. I feel very comfortable here and have greatly enjoyed my time here. The only problem is parking. Though you have put together some beautiful parking lots, there are still not enough to go around. It's discomforting to know I bought a $40 parking permit and am still forced to park off campus.
- There is no where to park at about 11:00 a.m.
- Parking is terrible at my 11:00 a.m. class. I have to walk from the church parking lot. There should be more parking in good locations as well.
- Parking Permits should be limited to amount of total spaces available to students. It sucks to pay for the permit and still not be able to park in a lot.
- There are times when there is literally nowhere to park except illegal parking spaces. Although one food place remains open after 2pm, it is in the Cafeteria which does not allow me enough time to walk all the way there and back in time for class. I suggest at least offering more frequent vending machines with better food in them.
- You need more parking, and need to enforce the permits you make us pay for. People without them use the lots which makes it harder for those who paid!
- I really think you need more parking for the students.
- The parking is awful. The people who give out the tickets are rude.
- I feel the parking permit should be sent directly to us.
- Cabrillo has the worst parking ever. There is never any parking in the parking garage or anywhere on campus. I would say that parking sucks at Cabrillo. Don't sell that many permits because that is really LAME.
- Parking is horrible – why doesn't the college try to spread out timing of classes so that thousands of students aren't always at the college at the same time?!
- I feel that there is still not enough parking places for the students. Many are late for class.
- Need more parking on the college campus, not on the other side of the street!!!
- I know that construction is going on, but parking space is so awful. I finally have to park next to the highway even though I have a parking permit.
- More student parking by the ECE dept. – all over campus for that matter!
- The parking is a joke! Pave the lot across from the Gym & Pool.
- Parking is getting better, but is still bad.
- Parking is very stressful.
- Parking still stinks!!

Q3. If you feel strongly one way of the other about any of the services above, please tell us why. Continued.

- More parking is needed at Cabrillo.
- This test is really irritating. Too small, too much, too disruptive.
- Counseling Dept. is very misinformed with the exception of 1 counselor. They all (3) sent me wrong info. – cost me 1 year of my time.
- Counselors – the 3 I have spoken with have had 3 different answers – and I couldn't even use the computer to find the answer.
- I had one Counseling meeting and it was worthless.
- I have been to three different career counselors. They provide me with very little help and they rushed me when I had questions.
- My experience so far with the counselors hasn't been very good.
- The Math Learning Center told me to do things wrong. No help at all.
- It is too much of a hassle to get Financial Aid. It needs to be easier.
- Better child care! Please!
- Need more evening classes.
- DSS has done quite a bit to make life easier by helping me get through all the red tape.
- Disabled Student Services is great, and everyone is so nice except A&R.
- Health Services. It helped me a lot.
- The Registration Process is the best way to deal with getting classes. Online or over the phone makes registering a whole lot easier.
- I love the Priority Registration. I hate to wait in those lines when I have been here year after year. It would be nice if the course would list the required text in the schedule book so students can look other places for their text before classes start.
- The people in Admissions and Records are disorganized and I've seen them close at Noon on the dot when there are several people waiting with questions.
- Admissions & Records seems to process paperwork inefficiently: "understaffed".
- Registration should be automated completely – perhaps web access? No more add-drop slips and waiting in lines. I had a difficult time with the residency dept. – I received misinformation that made my registration prove much more difficult.
- You need more places to register at instead of just the Cafeteria.
- Open Access computer lab isn't very open. Should be easier for students. Counseling is horribly hard to get an appointment and counselors are very unhelpful.
- The Open Access Computer Labs need spell checking in other languages.
- MLC rocks! Tutors are always plentiful and quick to help, unlike MESA.
- I think the Library should be open later hours. This survey is too long.
- I would like to see a Women's Center and a GLBT Center on campus (like UCSC's).
- I have not used many of the services.

Q4. What additional Student Services programs would you like?

- I would like a main # to call that would connect me to someone who can answer any school-related question.
- An ombudsman or someone to be able to go to with issues or concerns.
- Open Access Computer Lab.
- Better counseling. Basically, my counselor agreed with everything I said. I'd like some input.
- Study abroad.
- Study abroad.
- A Women's Center would be very refreshing.
- Something to do with Radio. I want to be a radio DJ, but Cabrillo can't help me at all there.
- More General Ed. and ECE classes in Watsonville.
- More ECE classes in Spanish in Watsonville.
- More ECE classes in English in Watsonville.
- Strong alternative transportation program needed at the college.
- There are insufficient bike racks to encourage alternatives to driving. I would ride if it were convenient to leave my bike.
- Lower the price of parking tickets!!!
- Carpooling or some shuttle buses.
- More PARKING.
- MORE PARKING!!!!

Q4. What additional Student Services programs would you like? Continued...

- Free parking!!!
- MORE PARKING – MORE PARKING – MORE PARKING.
- BETTER PARKING.
- More parking. At least better food in vending machines if you can't leave the food stands open past 2pm.
- More parking, better food.
- A Carpool Board – which would list the names, location of home and hours of classes so people can get together and carpool.
- A Carpool program from Boulder Creek.
- Food available ALL DAY.
- Keep the Gazebo open later than 2pm.
- Cafeteria should stay open later. Offer breakfast longer.
- Bigger cafeteria with more selections.
- Need a bigger cafeteria in the Watsonville Center. More parking in the Aptos campus.
- A larger range of food options (vegetarian).
- Maybe some decent food would be nice.
- A new restaurant on campus. BringTaqueria Vallarta, you'll make some money.
- Open the Gazebo at night.
- Food after 2pm. Shuttle from lower parking lots.
- Gazebos open in afternoon, early evening hours for student services offices.
- Need more healthy, cheap food.
- More gay and lesbian organizations.
- Better GLBT Services, more social/political organizations.
- Herbalist class.
- Finish the God damned construction already.
- More programs for Interior Design transfer students.
- Tell us about services. Get the word out.
- I would like it if all students were eligible for help/tutors in Science.
- Some sort of Student Housing assistance.
- Housing for students.
- Housing created for students.
- Teachers who do not stereotype.
- Teaching oriented programs.
- Internet Registration.
- How about an area for ads or whatever for local events and shows. Maybe a huge billboard.
- More labs.
- Child care!
- More tutor availability in more subjects.
- Generally people don't care if they help you or not.
- Student hour, with outside lunchtime activities, Music, and faculty cooperation.
- Open gym; pool.
- Organized groups, like for women, about women's issues!
- Help in guidance in what classes to take.
- What is the student govt. doing now, clubs etc.? Advertise more, more!
- I want to know more about school sports and clubs.
- Social change classes – teach people to help the world.
- Something!
- I would like to have a Children's Center in Watsonville.
- Bring back Book Store.
- Some of the Book store staff is completely rude.
- Book store could be larger.
- More cultural programs.
- For students aspiring to be teachers.
- Scholarship/Grant counseling.
- Better help in Student Resource Program.
- More and easier accessibility to computer labs and printing!! Don't make students run around from labs to admissions just to type a paper!
- We need a class for Drumming.

Q4. What additional Student Services programs would you like? Continued...

- A new Students' Office that knows what they're doing.
- Financial/Law Assistance.
- More clubs.
- A Wakeboarding Club!
- More student speakers on campus.
- Registering online is a great idea.
- More for students with closed head injuries.
- The counselors should help more with Transfer Students. The process is crazy and they have more experience with transfer info.
- Another room, other than fireside/cafeteria, to study with comfy chairs, tables.
- Anti-Survey Service.
- Financial Aid is not very good, efficient this year.
- Study Abroad.

Q34. Please list what other courses you would like to take that are not presently offered:

Abnormal Psychology.
Abstract Painting.
Acting, Intro. in evening.
Acting Techniques for Film.
Adaptive Driving.
Addictive studies.
Aerobics 2.
Aerobics, Tae-bo, Exercise where they really train you what to do.
Aerobics, Tae-bo.
Aerobics (Watsonville Campus).
Aikido.
Alternative Energy.
Animal Science. Automotive Technology.
Animation, Films.
Arabic; Cognitive Studies courses.
Arabic.
Arabic.
Archery.
Architecture and Design!
Architecture.
Art, Study Abroad, More Art classes.
More Art/Art-related classes.
More Arts classes, Culinary Arts classes, and Dance classes.
Asian Art History, Buddhism in History, History of Japanese Culture, Creative Non-Fiction.
A single course survey of Asian Art History (transferable to CSU).
Astronomy. Astrology.
Astrology.
Athletic Training, and Kinesiology.
Auto Tech.
Automechanics.
Auto Shop.
Automotive Repair.
Automotive Technology. Automotive Repair.
Automotive Service.
Automotive. Engine Repair.
Autoshop.
Auto Repair.
Automotive Tech. I have to go to De Anza.
Ballroom Dance.
Bartending.
Beginning Dance classes
Bellydance.
Bilingual/Bi-cultural studies.
Biology.
Book Binding.
Bowling.
Bungy Jumping, Arts & Crafts.
Business – a course on which classes I should take first.
Ceramics – hand-building, at night.
Child Psychology.
Choreography.
Collage (fall semester).
Computer Animation, Computer Art.
Cooking (Home Econ.).
Cosmetology.
Criminal Justice: Report Writing.
Cultural Diversity in History.
Dance/Somatics.
Dancing.
Dance, Swing class, Ballroom Dancing.
More Dance.
Dance.
Dance, African, Brazilian, ethnic etc.
Dance – African.
More Dance classes.
Different Dance classes.
More Dance.
Dance.
Database – Setup/Access on the Web.
Digital Photo! Advanced Flash 5!
Disk Golf (P.E.).
Drafting.
Drama – Muppet Magic.
Drumming, Graphic Art class, Animation, Computer Animation, 3-D Web Design.
Dutch.
Eastern European studies.
More Eastern Philosophy.
ECE 158.
ECE 157B, ECE 157C
ECE Independent Study.
More ECE classes at Watsonville.
Education, UCSC courses.
E.M.T.
More English classes.
English.
English as a First Language (EFL).
More Environmental Studies.
Ethnobotany, Additional Hort. Classes.
Fashion design/Merchandising.
Fashion Design.
Fashion classes.
Intro. to Feminist Theory. Gay/Lesbian History.
Community Studies.
Fencing.
Fencing.
Film, Digital, Cinematography, etc. More Visual Arts.
More Film classes.
More Film classes.
Filming. Video.

Q34. Please list what other courses you would like to take that are not presently offered:

Film. Mortuary Science.
Film Production. Digital Media. Music Production as in the studio.
Film Classes – daytime.
Film Production. Crafts – Quilting, etc. Co-op Skills.
Wilderness Education.
More Film.
More Film classes.
Film classes.
Finance classes.
Fire Academy. Paramedic.
Fire Fighter 1; E.M.T.
Folk History, Folk Music.
Forestry.
French Literature. Advanced Art & Design. Intermed. Yoga.
French 4.
French 4. French 10.
French 4, French Conversation.
Gay, Lesbian, Trans. History; Queer Theory.
Gay/Lesbian Studies.
German 4.
Glass blowing.
Glass blowing.
Glassblowing.
Glass Blowing, Cartooning, Kung Fu, Airbrushing, Sailing.
Glass Blowing,
Glass Blowing.
Glass Blowing.
Glass Blowing, Stained Glass, Glass Fusing, Loom Weaving, Mosaics, Art (in general).
Glass Blowing. Higher Level Ballet. African Dance.
Goddess class, advanced.
Golf.
Graphic Design.
Greek, Furniture Art Design, Italian 3+, Portuguese.
Health/Nutrition for Vegans.
Herb classes. Massage classes.
Herbology. Candle Making. More Cultural Studies.
Hindi!
Holistic Medicine, Homeopathic Remedies, Chinese Herbal Medicine, More Nutrition.
A 3-unit Hors D'oeuvre cooking class, a traveling class, more poetry classes, a current events class
More Horticulture. More Business.
More Horticulture classes.
Horror English class.
Human Services.
Ice Hockey, Lacrosse.
Italian.
Italian Language.
Interior Design. Marketing.
Interior Designing.
Interior Design, Design Drawing.
Interior Design program so it is easier to transfer.
Instructional Design. Educational Mutimedia.
Japanese Wood Block Printing. Methods of Art Presentation. Bookmaking.
Japanese 3. Communications.
Japanese 3, 4.
Jazz & Hip Hop classes, advanced.
Jazz & Orchestration – Classical. Learning to Teach (high school/college level) Music classes. Musical Journalism (more offerings).
Ju-Jitsu. Poetry Educ. Metalsmithing. Advertising.
Ju Jitsu (Self Defense).
Karate.
Kick Boxing. Mythology.
Kickboxing.
Landscape, Design II, Design Landscape III (Horticulture).
Landscape Design 1B.
Landscape Design, Advanced. Computer Aided Drawing.
Latin Language class.
Latin.
Latin.
Latin and French at Watsonville location.
Latin, Casting.
More Law classes.
Law/Legal Courses.
Law/Legal studies, World Archaeology w/ excavations, Equestrian courses.
Law classes/Paralegal/Assistant. Graphic Design (e.g., Magazine Design, etc.).
More Lit. classes. More Psych. classes.
LVN Program.
Martial Arts.
Martial Arts. Latin.
Math, Discret, CIS 23.
Math, Science, Higher level.
Math functions.
Math. History. Communication. Counseling.
Mechanics.
Men's Studies.
More Music History, Music Lessons.
More transferable courses should be offered at the Watsonville Center.
Multicultural Studies.
Nutrition - I would like to see other courses offered.
Oceanography/Marine Biology, more classes.
Oil classes (Art).
Overcoming Bias in general.
Paralegal.
Paralegal,

Q34. Please list what other courses you would like to take that are not presently offered:

Paramedic.
Paramedic.
Paramedic courses.
P.E. Surf class. Better Golf class.
Peace & Conflict. Latin American Studies classes.
History of Africa.
Pharmacology.
Pharmacology.
More Philosophy & Lit.
More Philosophy courses.
Physics (Modern).
Class that covers Physiology and Psychology would be interesting.
Pilates.
Pilates. Personality Psychology.
Poetry.
Political Geography.
Psychology, applied. Personality. Addiction Studies. Counseling Models.
Pyrotechnics.
Radio & Television Broadcast.
Radio. Money management for everyday life.
Recreational Therapy.
More Recreational/Outdoor courses.
Russian Language, Filmmaking (Digital Video Arts).
Samba. Furniture making.
Screenwriting.
Second Music Education for Elementary Kids.
Sewing classes.
Sexuality, Film, Film & Edit, Rugby, Arm Wrestling, Belly Dancing.
Sight Singing. Blues Singing.
Silk screen.
Skateboarding Class.
Skydiving!
SLS Conversational Class, Arabic.
Sociology, Behavior Science, Marriage & Family, Public Relations, Marketing.
Spanish conversation.
Spanish, Accelerated 3 & 4.
Spanish 3 & 4 (concentrated). International Studies (current affairs).
Concentrated Spanish 3 & 4.
Spanish 3, Spanish 4.
Concentrated Spanish 3 & 4.
Spanish 17 followup.
Studio Mixing.
Surgery Procedures. R.N. classes: Beginning, Intermediate, Advanced.
Swing Dance, advanced, Advanced Latin Dance, Ballroom Dance, Advanced Ballroom Dance.
Swing Dance, Advanced.
Tai Chi.
Tap Dance.
A Teaching class.
Telecommunications.
Tennis P.E.
Theater Arts.
Theatre Production with money.
Theology: Study of Jesus times.
Turf Management, Arboriculture.
TV Broadcasting
Television Broadcasting.
Veterinary Technician.
Vet Tech
Veterinary classes.
Veterinary Program. Animal Learning.
Water Gardening, Water Reclamation, Computer Aided Landscape Design.
Weaving.
Western/Eastern Herbalism.
Wines.
Woodblock Printing. (Regular courses, not just weekends.)
Women's Self Defense, Scuba Diving.
Work experience. Internship.
World History.
World Music for Music majors.
Zoology.
Zoology.

U.S. Department of Education
Office of Educational Research and Improvement (OERI)
National Library of Education (NLE)
Educational Resources Information Center (ERIC)

NOTICE

Reproduction Basis

[X] This document is covered by a signed "Reproduction Release (Blanket)" form (on file within the ERIC system), encompassing all or classes of documents from its source organization and, therefore, does not require a "Specific Document" Release form.

[ ] This document is Federally-funded, or carries its own permission to reproduce, or is otherwise in the public domain and, therefore, may be reproduced by ERIC without a signed Reproduction Release form (either "Specific Document" or "Blanket").